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RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

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RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Comprising publications received by the Bureau of Education to May 15, 1922.

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CONTENTS.—Proceedings of associations—Educational history—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Psychological tests—Educational tests and measurements—Educational research—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural life and culture—Rural education—Secondary education—Teacher training—Teachers' salaries and professional status—Higher education—Federal government and education—School administration—School management—School buildings and grounds—School hygiene and sanitation—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Agriculture—Home economics—Commercial education—Professional education—Engineering education—Civic education—Americanization—Education of soldiers—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

The titles included in the classified and annotated list which follows are of books and articles selected by the compilers from the current educational literature of the initial months of 1922, subsequent to the preparation of Bulletin, 1921, no. 52, Record of Current Educational Publications, comprising publications received by the Bureau of Education to December 22, 1921.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

PROCEEDINGS OF ASSOCIATIONS.

(See also additional conferences under special classes)

Pennsylvania. University. Schoolmen's week. Eighth annual proceedings, April 7-9, 1921. Philadelphia, Press of the University of Pennsylvania, 1921. 325 p. tables, diagrs. 8°. (University of Pennsylvania bulletin, vol. 21, no. 37)
Contains: 1. J. H. Kirkland: Higher education and the state, p. 17-20. 2. G. W. Pepper: The state and higher education, p. 20-25. 3. Frank Aydelotte: Liberal knowledge and national problems, p. 26-29. 4. F. P. Graves: Improving the teaching service through extension work, p. 47-50. 5. L. A. King: A comparative study of four group intelligence tests to determine their reliability for practical use, p. 78-92. 6. W. S. Dearborn: The methods and uses of group tests of intelligence, p. 93-97. 7. Harlan Updegraff: The essentials of an accounting system, p. 110-15. 8. Fannie W. Dunn: Administration and supervision in rural schools, p. 135-39. 9. C. J. Galpin: The role of rural education in community life, p. 149-53. 10. C. T. Saylor: The home and school league as related to rural school development, p. 155-57. 11. A. J. Ames: What is the junior high-school, p. 165-71. 12. J. M. Glaser:

The organization of the junior high school in cities, p. 171-84. 13. W. W. Evans: The junior high school in rural districts, p. 184-87. 14. W. S. Gray: Methods of teaching effective habits of silent reading, p. 209-21. 15. W. S. Dearborn: The benefits contributed to classroom instruction by standardized tests and scales, p. 222-26. 16. J. M. Glass: The study coach or opportunity class organization, p. 250-56. 17. C. V. Kirby: Great objectives of art education, p. 297-60. 18. O. W. Caldwell: The place of science teaching in modern secondary education, p. 260-65. 19. Ruth B. Hoffsten: The project method in the teaching of Latin, p. 279-84. 20. Louise Turner: Vocational home-making education, p. 289-95. 21. Mary C. Burchinal, J. P. W. Crawford: Qualifications and certification of modern language teachers, p. 303-07, 307-10. 22. R. O. Hughes: The twelfth-year course in problems of democracy, p. 310-16.

EDUCATIONAL HISTORY.

Banker, Howard J. Distribution of scholarship grades at Harvard university. Harvard graduates' magazine, 30: 342-49, March 1922.
Data cover a period of about 66 years, from 1850 to 1915.

Dalrymple, W. H. A brief sketch—illustrated of the Louisiana state university and agricultural and mechanical college, 1845-1922. [Baton Rouge, La., The University, 1922] 34 p. incl. ports, illus. 8°. (*On cover:* University bulletin, Louisiana state university and agricultural and mechanical college, vol. 14—N. S., no. 2, February, 1922)

Dillard, James H. A school of the past. Sewanee review, 29: 410-16, October-December, 1921.

Emphasizes the individuality and variety of the teaching and school management of the past. Deprecates the lack of freedom and initiative of public school teachers of to-day.

Knight, Edgar W. Public education in the South. Boston, New York [etc.] Ginn and company [1922] xii. 482 p. 12°.

Presents a general survey of the growth of public educational organization and practices in those eleven states which formed the Southern Confederacy.

CONTENTS.—1. European antecedents.—2. Colonial theory and practice.—3. Public education of dependents: the apprenticeship system.—4. The academy movement.—5. Beginnings in the older states.—6. Permanent public-school funds.—7. The awakening and attempts at reform.—8. School practices before 1860.—9. Reorganization after the war.—10. Education during reconstruction.—11. The Peabody fund and the rise of city schools.—12. Readjustment and the reawakening.—13. The present system: its tasks and tendencies.

Magrath, John Richard. The Queen's college. Oxford, at the Clarendon press, 1921. 2v. plates, maps. 4°.

CONTENTS: Vol. I, 1341-1646. Vol. II, 1646-1877.

Ploof, D. Earliest relations between Leyden and Harvard. Harvard graduates' magazine, 30: 201-9, December 1921.

Historical sketch of the relations between Harvard college and the old Protestant university of the Netherlands.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

Bryan, E. A. The Idaho system. State of Idaho, dept. of education, Boise. [Boise, 1921] 15p. 8°. (Idaho bulletin of education, vol. VII, December, 1921. no. 9)

Cannon, Cornelia James. American misgivings. Atlantic monthly, 129: 145-57, February 1922.

First of a series of articles on Democracy in question.

Discusses the results of the army intelligence tests, and their significance for American social conditions and for our educational problems.

Delaware state parent-teacher association. The modern school. [n. p.] 1921. 6 v. plates. 8°. (Program leaflet. Ser. II, no. 1-6)

CONTENTS: I. The school library.—II. Physical education.—III. Health teaching in the school.—IV. The course of study.—V. Our teachers; how to get good ones and keep them.—VI. Recreation for the community.

- Detroit. Board of education. Bureau of statistics and reference.** Age-grade and nationality survey. [Detroit, Board of education, 1922] 28p. incl. diagrs. 8°. (The Detroit educational bulletin. Research bulletin no. 7, January, 1922)
- General education board.** Annual report of the general education board, 1920-1921. New York city, General education board [1922] xi, 129p. 12°.
- **Public education in Kentucky; a report by the Kentucky educational commission.** New York, General education board, 1921. ix, 212p. plates, tables (part fold.) 12°.
- A handbook of American private schools; an annual survey.** Seventh edition, 1921-22. Boston, Mass., Porter Sargent, 14 Beacon street [1922] .880p. 12°.
- CONTENTS.—Introductory: Preface to the seventh edition, Review of the educational year, The situation in the colleges, Education in Europe, Recent educational literature, Recent books of educational interest.—Schools and summer camps (critical description, comparative tables)—Educational directories.—School and camp maps.
- Horn, Paul W.** Survey of the city schools of El Paso, Texas. El Paso, Texas. Printed by the Department of printing of the city schools [1922] 64p. 12°. (Publications of El Paso public schools, 1922, no. 1)
- New York (State) University.** Survey of Livingston county schools. Albany, The University of the state of New York, 1922. cover-title, 143p. incl. illus., plans, tables, diagrs. 8°. (University of the state of New York bulletin no. 738, July 15, 1921)
- Olsen, Hans C.** A study of educational inequalities; being a survey of certain aspects of public education in Buffalo county, Nebraska. Kearney, State industrial school press, 1921. 163p. front. (map) 12°.
- Osias, Camilo.** Barrio life and barrio education. Yonkers-on-Hudson, N. Y., World book company, 1921. ix, 175p. plates. 12°.
- Barrio school education in the Philippines.
- Quigley, Samuel.** The Fruita survey; an educational survey of the Fruita, Colorado, union high school district including school districts numbers 2, 7, 23, 25, 27, and 37, by Samuel Quigley, Marvin F. Beeson, Herschel T. Manuel [and] Richard E. Tope. Fruita, Col., 1921. 111p. 8°.
- Authorized and published by the Board of education of the Fruita union school district with the co-operation of the school boards of the several constituent districts.
- South Carolina. Department of education.** South Carolina school improvement association. Issued by the state department of education, Columbia, December, 1921. Columbia, S. C., Cary printing company, 1921. 52p. illus. 8°. (Bulletin IX)
- Strayer, George D.** Abstract of a survey of the Baltimore public schools, 1920-1921. Baltimore, Board of school commissioners [1921] 54p. front. 8°.
- **Baltimore school survey, 1920-1921. Vol. 2: The administration of the public schools and other studies.** [Baltimore, 1922] xxiv, 362p. tables, diagrs. 8°.
- CONTENTS.—Pt. 1. The administration of the public schools [by] G. D. Strayer and N. L. Engelhardt.—Pt. II. The teaching staff [by] W. C. Bagley.—Pt. III. The classification and progress of school children [by] E. S. Evenden.—Pt. IV. The achievements of children in the classroom [by] W. R. Trabue and W. A. McCall.—Pt. V. Medical inspection and physical education [by] J. F. Williams.
- Will disarmament affect our education?** Survey, 47: 891-92, March 4, 1922.
- Writer says: "President Harding's suggestion that we stand at the dawn of a new era in human history carries with it the inescapable suggestion that we must have a new era in education." Concludes that with the decay of competitive militarism we should build for cooperative peace.

FOREIGN COUNTRIES.

Latin America.

Endara, Julio. Education in Ecuador. *Inter-America*, 5: 149-67, February 1922.

The period covered in the first three centuries of Spanish rule—The Colonial period.

Horn, P. W. What is an 'American' school? *Elementary school journal*, 22: 346-51, January 1922.

Discusses the work of the school established by the American colony in the city of Mexico.

Great Britain and Ireland.

Dawson, W. H. The yearbook of the universities of the Empire, 1922. London, G. Bell and sons, ltd., 1922. xv, 653p. 12°

The future of education in Ireland. *Journal of education and School world* (London) 54: 152-53, 200-2 March, April 1922.

Discusses the position of the teacher, registration, finance, correlation, local control, courses of study, etc.

Harris, D. Fraser. Universities as bonds of empire. *Contemporary review*, 121: 97-100, January 1922.

Discusses the aftermath of the recent congress of the universities of the British empire. Universities as agencies for the maintenance of universal peace.

Hetherington, H. J. W. Education for citizenship. *Journal of experimental pedagogy* (London) 6: 175-83, December 5, 1921.

Teaching of civics as applied in England.

Kandel, I. L. The progress of education in England. *Educational review*, 63: 135-46, February 1922.

Lennard, Reginald. Our supreme need of education. *Nineteenth century*, 91: 177-88, February 1922.

A plea for a generous expenditure for education. Conditions in England described.

Lyttelton, E. Feeding of schoolboys. *Nineteenth century*, 91: 455-61, March 1922.

Conditions in English schools described.

Orwin, C. S. The study of agricultural economics. *Nature* (London) 108: 501-5, December 15, 1921.

Says that educational and research work in agriculture which takes no account of the dominant importance of economics must always be incomplete. Conditions in Great Britain emphasized.

Spender, Harold. Hands off the schools. *Contemporary review*, 121: 195-202, February 1922.

A plea for larger appropriations for education in England. Criticises those who advocate curtailing such appropriations.

Spurgeon, Caroline F. E. The refashioning of English education; a lesson of the great war. *Atlantic monthly*, 129: 55-67, January 1922.

France and Belgium.

Benjamin, René. La farce de la Sorbonne. Paris, A. Fayard & Cie., [1921] 153 [2] p. 16°.

Pierce, Julian. The school question in Belgium. *Elementary school journal*, 22: 290-97, December 1921.

Discusses the religious and political implications of the subject.

Germany and Austria.

Changes in German education. From a correspondent. *Times* (London) Educational supplement, 12: 46, February 4, 1922.

Waterfall, Edith A. The new Austrian regulations for the training of teachers. Educational administration and supervision, 8: 234-40, April 1922.
Translated from official sources.

Near East.

Osborne, Agnes. Teacher training in Armenia. Education, 42: 309-16, January 1922.

Far East.

Cowdry, E. V. Japanese influence in Chinese medical education. Scientific monthly, 14: 278-93, March 1922.

A review of medical instruction as contained in the 45th annual report of the Japanese minister of state for education, 1920; discussing Chinese students in Japan and Japanese teaching in China.

Dewey, John. America and Chinese education. New republic, 30: 15-17, March 1, 1922.

Writer says that it is the almost universal expression of representatives of Young China that education is the sole means of reconstructing China; also, that China does not need copies of American colleges, with translated curriculum and conceptions of discipline, but does need foreign funds and well-trained foreigners who understand Chinese needs to train the Chinese to use the best methods in social arts, and the natural and mathematical sciences.

Lenz, Frank B. China's educational challenge. Educational review, 63: 227-37, March 1922.

Says that "the educational page of China's ledger is bright." Work of returned students in building up the country. Sketch of educational conditions in China as they exist today.

Price, Maurice T. The educational transition in China. Nation, 114: 529, May 3, 1922.

EDUCATIONAL THEORY AND PRACTICE.

Adams, John. Supplementary aids to classroom work. Journal of education and School world (London) 54: 25: 25-28, January 2, 1922.
First paper of a series. Relating the school to real life.

Alderman, Grover H. The lecture method versus the question-and-answer method. School review, 30: 205-9, March, 1922.

An investigation to determine through experimentation the relative value of the lecture and the question-and-answer methods of class instruction in the teaching of the social sciences. Work done in schools of Newton, Ohio. The subject-matter selected for the lessons was the government of England and the government of Switzerland.

Boraas, Julius. Teaching to think. New York, The Macmillan company, 1922.
xi, 289 p. 12°.

Brooks, Samuel S. Comparing the efficiency of special teaching methods by means of standardized tests. Journal of educational research, 4: 337-46, December 1921.

Contents that the efficiency of new methods of instruction can not be accurately compared with that of old methods if the new ones are tested by the very teacher whose own methods are being questioned as to their comparative worth. Says that the efficiency of a teacher and the efficiency of her methods are pretty much inseparable.

Seventh article of series on the general topic. "Putting standardized tests to practical use in rural schools."

Bundy, Murray W. Milton's view of education in Paradise lost. Journal of English and Germanic philology, 21: 127-52, January 1922.

Clarke, W. F. An all-year elementary school. Elementary school journal, 22: 286-89, December 1921.

Work of the state normal school at Minot, North Dakota, which has maintained an elementary school in connection with its summer session.

Davis, Sheldon Emmor. The technique of teaching. New York, The Macmillan company, 1922. viii, 346 p. 12°.

General technique and the teaching of the elementary school subjects.

- Egan, Maurice Francis.** What is a liberal education? *America*, 26: 605-6, April 15, 1922.

The first of a series of articles on education.

- Geisert, Henry A.** Fundamentals of education. *Education*, 42: 389-400, March 1922.

Discusses the psychic and physical implications of education.

- Hoffman, Frederick L.** The organization of knowledge. *Science*, n. s. 55: 247-54, 279-84, March 10, 17, 1922.

Discusses the organization of knowledge as "differentiated from the mere gathering and accumulation of facts regardless of their interrelation or interdependence for useful purposes as the case may be."

- Holley, Charles Elmer.** The teacher's technique. New York, The Century Co., 1922. x, 378 p. 12°. (The Century education series.)

Edited by Charles E. Chadsey.

- Howerth, Ira W.** Universal education and the increase of genius. *Educational review*, 63: 51-56, January 1922.

Discusses the increase of genius through educational opportunities. Views based on Lester F. Ward's work on "Applied Sociolology."

- Knight, F. B.** Qualities related to success in elementary school teaching. *Journal of educational research*, 5: 207-16, March 1922.

The data in this study were obtained from three schools systems in Massachusetts. The investigation was to establish (1) the determination of varying amounts of teaching success; (2) the correlation of success with observable and measurable facts.

- Minor, Ruby.** Principles of method applied in concrete situations. *Journal of educational research*, 5: 27-44, January 1922.

Writer says that a common weakness in many teachers is their inability to apply educational principles to daily situations. A study of problems relating to various life interests and man's dependence upon environment.

- Monroe, Walter S.** Types of learning required of pupils in the seventh and eighth grades and in the high school. Urbana, Ill., The University of Illinois [1921] 16 p. tables. 8°. (University of Illinois bulletin, vol. XIX, no. 15, Dec. 12, 1921. Bureau of educational research, College of education, University of Illinois. Bulletin no. 7)

- Parker, Samuel Chester.** General methods of teaching in elementary schools, including the kindergarten. Rev. ed. Boston, New York [etc.] Ginn and company [1922] xx, 336 p. illus. 12°.

- Repplier, Agnes.** *Education*. *Atlantic monthly*, 129: 486-93, April 1922.

- Sanford, Fernando.** How to study, illustrated through physics. New York, The Macmillan company, 1922. vi, [1], 56 p. 12°. (How to study series.)

- Sills, Kenneth C. M.** Loyalty to education. *Educational review*, 63: 185-91, March 1922.

By loyalty to education the author means "unity of effort and unity of spirit in a common cause." Contends that there exists to-day a certain lack of harmony and understanding between schoolmen and college men. Advocates a school of education, connected with some higher institution of learning, in every state.

- Thomas, Frank W.** Training for effective study; a practical discussion of effective methods for training school pupils to organize their study procedure. Boston, New York [etc.] Houghton Mifflin company [1922] xviii, 251 p. 12°. (River-side textbooks in education, ed. by E. P. Cubberley—Division of secondary education)

- Yocum, A. Duncan.** The virtues and the limitations of the progressive movement. *School and society*, 15: 68-77, January 21, 1922.

The subject of this article is the scientific and social necessity for eclecticism or inclusiveness in educational aims, materials, and methods.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

- Björkman, Edwin.** The soul of a child. New York, A. A. Knopf, 1922. 321 [1] p. 12°.
- Harrison, Elizabeth.** The unseen side of child life for the guardians of young children. New York, The Macmillan company, 1922. 179 p. 12°.
- Henmon, V. A. C. and Livingston, W. F.** Comparative variability at different ages. *Journal of educational psychology*, 13 : 17-29, January 1922.
An examination of the comparative variabilities as "revealed in some of the most representative studies of mental and physical development."
- Lowell, Frances and Woodrow, Herbert.** Some data on anatomical age and its relation to intelligence. *Pedagogical seminary*, 29 : 3-15, March 1922.
Study based on radiographs of the hands and wrists of 402 Minneapolis and St. Paul school children, from 3½ to 11½ years inclusive. A record of the number of permanent teeth was also made for all the children except one group.
- Seashore, O. E.** Psychology as a career. *Science*, n.s. 55 : 381-84, April 14, 1922.
Shows the types of career: Teachers of psychology; scientific research; specialists and consulting psychologists; and technicians.
- Stratton, George Malcolm.** Developing mental power. Boston, New York [etc.] Houghton Mifflin company [1922] x, 77 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)
- Waples, Douglas.** An approach to the synthetic study of interest in education. Baltimore, Md., Warwick & York, 1921. 61 p. 8°.
Thesis (Ph. D.)—University of Pennsylvania.
Reprinted from the *Journal of educational psychology*.

PSYCHOLOGICAL TESTS

- National society for the study of education.** Twenty-first yearbook. Intelligence tests and their use. Part I—The nature, history, and general principles of intelligence testing. Part II—The administrative use of intelligence tests. Prepared by the society's committee and edited by G. M. Whipple. Bloomington, Ill., Public school publishing company, 1922. ix, 288 p. tables, diagrams. 8°.
Discussed at the meeting of the National society, Chicago, Ill., February 25, 26, 1922.
CONTENTS.—Part I: 1. E. L. Thorndike: Measurement in education.—2. S. S. Colvin: Principles underlying the construction and use of intelligence tests.—3. Harold Rugg: Statistical methods applied to educational testing.—4. G. M. Whipple: An annotated list of group intelligence tests.—Part II: 1. H. W. Holmes: Intelligence tests and individual progress in school work.—2. W. K. Layton: The group intelligence testing program of the Detroit public schools.—3. Helen Davis: The use of intelligence tests in the classification of pupils in the public schools of Jackson, Mich.—4. Agnes L. Rogers: Measurement of the abilities and achievements of children in the lower primary grades.—5. Rudolph Pintner: The significance of intelligence testing in the elementary school.—6. M. R. Trabue: The use of intelligence tests in junior high schools.—7. W. S. Miller: The administrative use of intelligence tests in the high school.—8. Bessie Lee Gambrell: Some administrative uses of intelligence tests in the normal school.—9. Agnes L. Rogers: The use of psychological tests in the administration of colleges of liberal arts for women.—10. G. M. Whipple: Intelligence tests in colleges and universities.
- Anderson, Rose G.** Methods and results of mental surveys. *Journal of applied psychology*, 6 : 1-28, March 1922.
Says there is much lack of agreement in the results of the various surveys made to determine the per cent of feeble-mindedness in the general or school population. The actual percentages quoted in the surveys which have been reviewed vary from .16 to 6.4.
- Armentrout, W. D.** Classification and promotion of pupils. *Education*, 42: 506-12, April 1922.
Says that the classification of pupils in terms of their ability for different types of intelligence will solve many problems of classification and promotion. Declares that schools should make provision for the three types of intelligence, abstract, social, and mechanical. Too much stress has been put on abstract intelligence tests.

- Book, William F.** The intelligence of high school seniors as revealed by a state-wide mental survey of Indiana high schools. New York, The Macmillan company, 1922. xviii, 371 p. tables, diagrs. 12°.
- Breed, F. S. and Brealich, E. R.** Intelligence tests and the classification of pupils. *School review*, 30: 51-66, 210-26, January, March, 1922.
Discusses the reliability of intelligence tests as the basis for determining the intelligence of pupils, and hence for classifying them according to intelligence.
- Bridges, James W.** The value of intelligence tests in universities. *School and society*, 15: 295-303, March 18, 1922.
Intelligence tests have their greatest value in the public schools; less validity in the high schools, and the value of their general use in colleges and universities is seriously questioned.
- Brooks, Fowler Dell.** Changes in mental traits with age determined by annual re-tests. New York city, Teachers college, Columbia university, 1921. 4 p. l., 86 p. inc. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 116.)
- Brooks, Samuel S.** Some uses for intelligence tests. *Journal of educational research*, 5: 217-38, March 1922.
Describes the uses of intelligence tests in the schools of Winchester, New Hampshire. Concludes the eighth article on the general topic: "Putting standardized tests to practical use in rural schools."
- Chassell, Clara F.** Short scales for measuring habits of good citizenship; by Clara F. Chassell, Siegfried Maia Upton, and Laura M. Chassell. *Teachers college record*, 23: 52-79, January 1922.
- Dearborn, Walter F.** Manual of directions for giving and scoring the Dearborn group tests of intelligence. Series I, general examinations A and B for grades I to III. Rev. ed. Philadelphia and London, J. B. Lippincott company [1921] 21 p. plates. 8°.
- Fernald, Grace M., and Kellar, Helen.** The effect of Kinaesthetic factors in the development of word recognition in the case of non-readers. *Journal of educational research*, 4: 355-77, December 1921.
A study of children of normal mentality who have failed to learn to read after three or more years in the public schools.
- Fling, Harold P.** Some results and correlations of the Alpha army intelligence test at the University of Nebraska. *Kentucky high school quarterly*, 7: 1-39, October 1921.
The author of this dissertation says that his purpose is to present "the results of the administration of the Alpha army test to the students in Teacher's college, University of Nebraska, and to correlate these results with the academic standings of the same individuals for the same period of time."
- Gates, Arthur J.** The correlations of achievement in school subjects with intelligence tests and other variables. *Journal of educational psychology*, 13: 129-39, March 1922.
Discusses the prediction of achievement in the fundamental school subjects. To be concluded.
- Geyer, Denton L.** Can we depend upon the results of group intelligence tests? *Chicago schools journal*, 4: 203-210, 245-53, February, March 1922.
- . The reliability of rankings by Group intelligence tests. *Journal of educational psychology*, 13: 43-49, January 1922.
Study based on tests given in the junior high school grades of the Chicago normal schools during 1919 and 1920. The Otis intelligence test and the Illinois examination were used.
- Hines, Harlan C.** Measuring the intelligence of school pupils. *American school board journal*, 64: 35-37, 135, April 1922.
- . What Los Angeles is doing with the results of testing. *Journal of educational research*, 5: 45-57, January 1922.
Results of the intelligence survey made in June 1917. Says that the future of "scientific education" in Los Angeles depends upon the training of principals and teachers in the art and practice of scientific measurement.

Knight, F. B. Data on the true-false test as a device for college examination. *Journal of educational psychology*, 13:75-80, February 1922.
Study based on a true-false test given in 1921 to the elementary physics classes of the State university of Iowa.

Kuhlmann, F. A handbook of mental tests; a further revision and extension of the Binet-Simon scale. Baltimore, Warwick & York, inc., 1922. 208 p. tables. 12°.

Laws, A. R. and Bowie, S. Intelligence tests in examinations for junior scholarships. *Journal of experimental pedagogy* (London) 6: 155-69, December 5, 1921.
These tests were given in the Royal grammar school of Newcastle-on-Tyne, England. Concludes that no single test by itself is of avail in measuring a boy's mental ability.

Lemon, Harvey B. Forecasting failures in college classes. *School review*, 30:382-87, May 1922.
Describes a limited-type of intelligence test used in the administration of undergraduate work in general physics at the University of Chicago.

Manuel, Herschel T. Gunnison primary test A. A group test of general ability for grades 1-3. Manual of directions. Ed. 2, 1921. Gunnison, Col., School service bureau, Colorado state normal school [1921] 20 p. 8°.

Otis, Arthur S. Suggested studies in the field of mental testing. *Journal of educational method*, 1: 220-32, February 1922.
List of researches and minor studies to be made in the field of mental tests by teachers and superintendents.

Poffenberger, A. T. Measures of intelligence and character. *Journal of philosophy*, 19: 261-66, May 11, 1922.
Emphasizes the importance of character traits.

Ream, M. J. Group will-temperament tests. *Journal of educational psychology*, 13: 7-16, January 1922.
These tests were given during the past two years to 500 insurance salesmen, 600 freshmen at the Carnegie Institute of Technology, and 150 stenographers, typists, and comptometer operators at a technical night school.

Reeder, Ward G. Results of the army intelligence tests in Minnesota public schools. [Moorhead, Minn., Moorhead state teachers college, 1921]. 19 p. 8°. (Bulletin of the Moorhead state teachers college ser. 17, no. 2. August 15, 1921)

Reymert, Anne R. Some factors of aesthetic judgment. *Journal of applied psychology*, 6: 34-58, March 1922.
A study based on tests of two groups, one of 12 girls and the other of 12 boys, chosen at random among university students. To be continued.

Rugg, Harold. Is the rating of human character practicable? *Journal of educational psychology*, 13: 81-93, February 1922.
Continued from January number. Presents among other things a tentative list of questions now being answered about each pupil in the Lincoln school of Teachers college, Columbia university. Concludes that complex traits of character must be measured objectively, not judged. Gives a self-diagnosis and improvement chart.

Snoddy, George S. and Hyde, George E. Mental survey of Utah schools and adaptation of the army Beta tests. Pub. by Department of psychology, University of Utah in co-operation with Utah state board of insanity. [Salt Lake City, U. of U. press, 1921] 27 [1] p. diagrs. 8°. (Bulletin of the University of Utah, vol. 12, no. 6. Sept., 1921)

Stöppat, Margaret. Intelligence tests in Berlin. *Journal of experimental pedagogy* (London) 6: 170-74, December 5, 1921.
Describes tests in the "so-called Begabenschulen, schools for gifted children." The tests were devised by Dr. C. Piorkowski and Dr. Moede.

Sweeney, Arthur. Mental tests for immigrants. *North American review*, 215: 600-12, May 1922.

Terman, Lewis M. Adventures in stupidity: a partial analysis of the intellectual inferiority of a college student. *Scientific monthly*, 14: 24-40, January 1922.

A psychological study of a youth, designated by the writer as "K," who entered Stanford university with credentials showing graduation from an accredited California secondary school. After being subjected to various standardized educational and mental tests, he was eventually dismissed from college.

Thorndike, E. L. Instruments for measuring disciplinary values of studies. *Journal of educational research*, 5: 269-79, April 1922.

Thurstone, L. L. The predictive value of mental tests. *Educational review*, 63: 11-22, January 1922.

Tests given to a freshman engineering class at Carnegie Institute of technology entering the institute in the fall of 1919. Concludes that intelligence tests should not be made the sole criterion of admission; and should not be limited to the determination of admission.

Wallin, J. E. W. Intelligence irregularity as measured by scattering in the Binet scale. *Journal of educational psychology*, 13: 140-51, March 1922.

As employed, the word *scattering* signifies the number of tests passed in the Binet-Simon scale above the basal age.

Whitchurch, Anna K. Psychological norms among university freshmen. *Journal of applied psychology*, 5: 318-27, December 1921.

An investigation made during the year 1916-17, at the psychological laboratory of Northwestern university. An endeavor to ascertain the correlation existing "(1) between the results in the performance of certain psychological tests, and the mental ability of freshman students as shown in the attainment of grades in mathematics; (2) between the grades in mathematics and the ability of the freshmen as shown by the quarter of the high school class from which they come; (3) between the grades in mathematics of the freshmen and their instructor's independent judgment of their intelligence."

Will, Harry S. A method of commensurating mental measurements. *Journal of educational research*, 5: 139-53, February 1922.

Winch, W. H. Children's reasonings: experimental studies of reasoning in school-children. *Journal of experimental pedagogy* (London) 6: 121-41, December 5, 1921.

Writer describes a series of tests devised by himself to ascertain children's reasonings. Says that the results of tests in reasoning "correlate more closely with the grading of a well-organized school than any other tests whatever. . . . A test that can be answered in writing by *all* school children over eight years of age presents an obvious economy of effort both on the part of the experimenter and of the child." To be continued.

Wylie, Andrew Tennant. A brief history of mental tests. *Teachers college record*, 23: 19-33, January 1922.

EDUCATIONAL TESTS AND MEASUREMENTS.

Conference on educational measurements. Eighth annual conference on educational measurements, held at Indiana university, Bloomington, Ind., April 22 and 23, 1921. Bloomington, Ind., The Extension division of Indiana university, 1921. 74 p. tables, diagrs. 8°. (Bulletin of the Extension division, Indiana university, vol. 6, no. 12)

Contains: S. A. Courtis: Contribution of measurements to methods of teaching.—W. F. Book: An efficient method for measuring the results of instruction in colleges and schools.—S. L. Pressey: Measurement of progress in English in the upper grades.—Luella W. Pressey: Reading scales for the second, third, and fourth grades.—H. G. Childs: Standardized measurements as a means of determining most effective class size.—C. Q. Vannest: Diagnostic test in modern European history.—W. A. Hollman: School boards in Indiana.

Davis, Helen. Some problems arising in the administration of a department of measurements. *Journal of educational research*, 5: 1-20, January 1922.

The problems discussed are as follows: (1) Acquainting the teachers with the functions of the department; (2) test administration; (3) classification; (4) meeting parents' objections; (5) publicity; (6) cooperation with other officers of administration; (7) internal administration.

Douglas, Earl R. A series of standardized diagnostic tests for the fundamentals of elementary algebra. *Journal of educational research*, 4: 396-403, December 1921.

Highsmith, James Albert. Manual of directions for giving, scoring and using certain standard tests in spelling, handwriting, arithmetic, reading, intelligence. Greensboro, The College, 1921. 42 p. incl. tables. 8°. (The North Carolina college for women. Extension bulletin, vol. I, no. 1. Nov., 1921)

Kolstad, Arthur. Arithmetic ability of men in the army and of children in the public schools. *Journal of educational research*, 5: 97-111, February 1922.
Concludes that there is a definite relationship between the school grade finished and one's ability in later adult life to solve arithmetic statement problems, which is especially marked for those who have not proceeded beyond the high school.

McCall, William A. How to measure in education. New York, The Macmillan company, 1922. xii, 416 p. tables, diagrs. 8°.

Monroe, Walter S. The Illinois examination. Urbana, Ill., The University of Illinois [1921] 70 p. tables, diagrs. 8°. (University of Illinois bulletin, vol. xix, no. 9. October 31, 1921. Bureau of educational research. Bulletin no. 6)

Pressey, Luella W. Scale of attainment no. 3—for measuring "essential achievement" in the third grade. *Journal of educational research*, 4: 404-12, December 1921.

Tests in reading, spelling, and arithmetic included. Makes three suggestions: (a) "That the test motivation come from interest rather than school discipline; (b) that teachers be allowed to participate in the building of tests, and (c) that achievement scales should, and can, be kept sufficiently simple in construction to be of great use to teachers."

Sage, Evan T. Results of a word-analysis test. *Classical journal*, 17: 218-24, January 1922.

Test given to 522 students in the required course in English composition during the second semester, 1920-21, in the University of Pittsburgh.

Theisen, W. W. Does intelligence tell in first-grade reading? *Elementary school journal*, 22: 530-34, March 1922.

Tests were made on pupils in Cleveland schools, October 1920, by the Pressey primer scale, and the Haggerty reading test for primary grades. Concludes that the results of the experiment warrant the adoption of a policy of grouping entering pupils wherever possible.

Washburne, Carleton W. Educational measurement as a key to individual instruction and promotions. *Journal of educational research*, 5: 195-206, March 1922.

Investigations made in the schools of Winnetka, Illinois. The social work in the schools occupies from one-third to one-half of each school day. Children's marks and promotions are based entirely on individual work.

EDUCATIONAL RESEARCH.

Akron, O. Bureau of research. Report of the Bureau of research. Public schools of Akron, Ohio, 1920-21. [Akron, 1922] 78p. tables, diagrs. 8°.

Capen, Samuel P. A year of the educational research committee. *Journal of educational psychology*, 18: 98-104, February 1922.

Work of the committee of the Commonwealth fund, which appropriated \$100,000 for the purpose of educational research.

Sies, Raymond W. Values of educational research. *Kentucky high school quarterly*, 8: 1-12, January 1922.

Educational research will solve many educational problems, thereby greatly increasing the efficiency of our schools and saving millions of dollars.

Morton, R. C. The advantages of a department of research for a public school system. *Ohio teacher*, 42: 197-201, January 1922.

SPECIAL METHODS OF INSTRUCTION.

PROJECT METHOD.

Branom, Fred K. The project in geography. *Education*, 42: 261-74, January 1922.

Says that the project method of teaching geography is one of the means by which life in the school-room is made to resemble life outside the schoolroom. It is well adapted to socialized work, and arouses the interest of pupils. Presents some recent problems and projects.

Brett, Helen K. A project in geography. *Education*, 42: 414-32, March 1922.

Gives an outline of a project worked out by 6A grade of the observation department of the Cleveland school of education.

Edwards, Frances R. The place of the project method in religious education. *Journal of educational method*, 1: 138-44, December 1921.

Elliott, Charles H. and Crow, Charles S., ed. Projects for the elementary schools. . . . New Brunswick, N. J., State university of New Jersey [1921] 3 v. illus. 12°.

CONTENTS: v. 1. Sample materials for the kindergarten, first, second and third grades.—v. 2. Sample materials for grades four, five and six.—v. 3. Sample materials for the junior and senior high school.

Horn, Ernest. Criteria for judging the project method. *Educational review*, 63: 93-101, February 1922.

Discusses the question under three heads: (1) The project must represent a body of subject-matter of known value in life outside the school; (2) the purpose of the school is not to interest the child, merely, but to develop the interests that he should have; (3) there must be a sharp and systematic attack on social objectives of value; (4) the technics of teaching are special, rather than general; (5) there must be special provision for thorough learning through practice, drills, summaries, and reviews.

King, W. A. An elementary school health project. *Elementary school journal*, 22: 608-14, April 1922.

Describes a project directed by the principal and teachers of the Columbia school, Seattle, Wash. Says that the project offers convincing proof that the school must have the cooperation of the home if health teaching is to be successful.

Parker, Samuel C. Project teaching: pupils planning practical activities. *Elementary school journal*, 22: 335-45, 427-40, January, February 1922.

Divides the discussion into seven sections: (1) Definition; (2) recent examples; (3) historical development; (4) values; (5) limitations; (6) technique; (7) conclusions.

The project method in high school. *Journal of educational method*, 1: 323-28, April 1922.

This report is the result of a group project carried out by a committee of which Miss Edith L. Hoyle, of Ann Arbor, Mich., was chairman.

STORY TELLING.

National story tellers' league. Year book 1921-1922. Chicago [1922] 29p. 12°.

(Mrs. E. F. Leonard, secretary, 1349 Grace street, Chicago, Ill.)

Bibliography: p. 19-27.

Letts, W. M. The first dramatic critic. *Yale review*, 11: 613-19, April 1920.

The value of story-telling to children.

VISUAL INSTRUCTION.

National academy of visual instruction. Proceedings first annual meeting, Madison, Wis., July 14, 15 and 16, 1920. 80p. 8°. (J. V. Ankeney, secretary, University of Missouri, Columbia, Mo.)

Contains: 1. Mark Burrows: The picture in education, p. 21-26. 2. C. R. Toothaker: Contribution of museums to the efficient use of visual instruction, p. 34-39. 3. Visual instruction service available from the United States government, p. 45-51. 4. J. H. Kelley: Films and slides in the welfare work of industrial plants, p. 72-76.

Bollman, Gladys and Bollman, Henry. Motion pictures for community needs; a practical manual of information and suggestion for educational, religious and social work. New York, H. Holt and company, 1922. ix, 298p. illus. 12°.

Gregory, W. M. Problems concerning the educational motion picture. Moving picture age, 5: 20-21, 25-27, January 1922.

Film material for school use must contain information, spirit, inspiration, and accuracy.

Hays, Dudley Grant. Visual methods in the Chicago schools. Visual education, 2: 6-12, 52-55, December 1921; 3: 11-16, 75-77, 115-116, 193-98, January, February, March 1922.

The first article in this series considers fundamental principles; the second explains the making of "home-made lantern slides" by boys and girls in school. The third article discusses the use and operation of the classroom stereopticon; the fourth takes up the correlation between lantern slides and motion pictures in teaching.

Pound, J. H. The cost of moving-picture instruction. Engineering education, 12: 175-183, December 1921.

Discusses the advantages of visual methods in teaching engineering, and the cost of film presentations.

Powlinson, Charles F. Teaching health through pictures. Nation's health, 4: 137-38, March 1922.

Describes the work of the National child welfare association, and its visual appeal to teachers and pupils. Illustrated.

Symposium on motion pictures. American journal of public health, 11: 269-79, April 1922.

Discusses the utilization of motion pictures in health education and publicity. This symposium was given at the first session of the health and publicity group, fiftieth annual meeting of the American public health association, New York city, November 14, 1921.

OTHER METHODS.

Dewey, Evelyn. The Dalton laboratory plan. New York, E. P. Dutton & co. [1922] ix, 173 p. 12°.

Jameson, A. A. A new method in education. School and home, 14: 5-8, April 1922.

A description of Camp Dixie for boys, which is situated in the mountains of Georgia.

Stillman, Bessie W. School excursions. Elementary school journal, 22: 451-56, February 1922.

Presents a plan devised in the Ethical culture school. New York city.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

Burgess, Mary A. Classroom grouping for silent reading drill. Elementary school journal, 22: 269-78, December 1921.

Outlines "a method whereby the teacher may classify children who have been tested by one of the picture supplement scales according to the types of instruction they seem to need, so that she may have some guide for classroom drill between the testing periods."

Dunn, Fannie Wychre. Interest factors in primary reading material. New York city, Teachers college, Columbia university, 1921. 3 p. l., 70 p. incl. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 113).

Harlan, C. L. and Madsen, I. N. The testing and teaching of silent reading. Issued by Department of tests and measurements, Lewiston state normal school. Lewiston, Id., [The Lewiston state normal school, 1921] 35 p. tables, diagrs. 8°. (Lewiston state normal school bulletin, vol. XII, no. 1. January, 1922.)

Perham, Mary L. Reading material for pupils of the fourth and fifth grades. Elementary school journal, 22: 298-306, December 1921.

Stone, Clarence B. Silent and oral reading; a practical handbook of methods based on the most recent scientific investigations. Boston, New York [etc.]. Houghton Mifflin company [1922] xviii, 306 p. diagrs., plates. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley—Division of secondary education.)

Watkins, Emma. How to teach silent reading to beginners. Philadelphia & London, J. B. Lippincott company [1922] 133 p. front., plates (2 fold) 12°. (School project series. William F. Russell, Ph. D., editor.)

HANDWRITING.

Freeman, Frank N. A course in handwriting. Elementary school journal, 22: 372-79, 441-50, 521-29, 597-607, January, February, March, April 1922.

Illustrations are drawn chiefly from the lessons for the primary grades. A revised course based on a preliminary course that was used experimentally in a public school in Kansas City, Kans. The concluding articles deal with the work of grades 2 to 6 inclus.

SPELLING.

Lester, John A. How simplified spelling might simplify. School review, 30: 131-38, February 1922.

"The purpose of this article," says the writer, "is to determine how far the application of the rules of simplified spelling would immediately relieve the difficulties in English spelling experienced by our boys and girls who aspire to go to college." A study based on the misspellings that appeared in compositions upon subjects taken from their own experience by 2,414 candidates for the English examinations of the college entrance examination board, from 1913 to 1919 inclusive.

— A study of high-school spelling material. Journal of educational psychology, 13: 152-59, March 1922.

Continued from February number. Says that the most direct means of gaining economy and efficiency in the teaching of spelling is: (1) To teach material which the students concerned *do not know*; (2) to present that material with insistent emphasis on those critical points in the words presented which cause nearly 77 per cent of the entire mass of misspellings.

Ward, C. H. The new knowledge of spelling. English journal, 11: 78-88, February 1922.

ENGLISH AND COMPOSITION.

Brubacher, A. B. The mother tongue in school. Scribner's magazine, 71: 115-20, January 1922.

By the president of the New York state college for teachers.

Hill, Howard C. Opportunities for correlation between community life and English. School review, 30: 24-36, 118-26, 175-86, January, February, March 1922.

The first and second articles of this series describe the administration and organization of a combination course in community-life English and discuss the work from the standpoint of reading or literature. The third article deals with motivation in composition work; creating an audience situation for oral expression; variety in written compositions; social science content and imaginative literature; and community life and intellectual interest. Concludes that a combination course in English and social science is productive of genuine intellectual interest.

Hitchcock, Alfred M. New problems in the teaching of English. English leaflet, 22: 1-14, February 1922.

Address given before the St. Louis Council of teachers, April 1921.

Hughes, Helen S. The prescribed work in college English: its relation to the secondary schools. English journal, 11: 199-213, April 1922.

Jordan, E. H. A threefold experiment in high-school English. [n. p., 1921] p. 560-569 incl. tables. 8°.

Reprinted from The English journal, vol. x, no. 10, December 1921.

Lewin, William. The business of running a school paper. English journal, 11: 8-13, January 1922.

Moulton, E. G. English literature: its place in education. Contemporary review, 121: 475-81, April 1922.

Discusses the report of the Committee of the Board of education, England, on "The teaching of English in England." Incidentally treats of the classics.

Norris, Orland O. Why hate English? Educational review, 63: 315-25, April 1922.

Argues that the reason why pupils hate English is because there is "no social standard of linguistic or literary excellence, no general appreciation of excellence in either oral or written phrasing, or in quality of enunciation, to which both pupils and adult must attain as a fundamental condition of approval." To remedy conditions the writer contends that we must set above the claims of tradition the demands for an enriched and continued racial life.

ANCIENT CLASSICS.

Baras, John Edmund. Sight reading. Classical weekly, 15: 137-40, March 13, 1922.

Author explains the paradox that there is no such thing as sight reading and that all reading should be sight reading.

Beman, Lamar T., comp. Selected articles on the study of Latin and Greek. New York, The H. W. Wilson company, 1921. li, 237 p. 12°. (The handbook series)

Contains briefs, bibliographies and selected articles on both sides of the question of classical study.

Carr, W. L., and others. The progress of the classical investigation: studies in content. Classical journal, 17: 265-70, February 1922.

Development of the investigation now being conducted by the American classical league with the support of the General education board.

Dorsey, Susan M. Teachers of Latin. Classical journal, 17: 389-97, April 1922.

Says that Latin teachers should be acquainted with the history, architecture, and customs of the Roman world, also should have at least a moderate acquaintance with Greek. Emphasizes the study of Latin for training in observation, reasoning, and expression.

Fiske, Christabel F. What high school Latin furnishes to college preparation in English. Classical journal, 17: 210-17, January 1922.

Value of Latin in furnishing a nice appreciation of beautiful sentence structure; in enlarging the students' vocabulary; and as a medium for evoking an appreciation of the evolutionary relation existing between ancient and modern civilizations.

Graves, Frank P. The values in the study of the classics and why they are sometimes not realized. Educational review, 63: 158-65, February 1922.

Herbert, P. E. Latin in the colleges. America, 27: 21-22, April 22, 1922.

Nutting, H. C. Problems of secondary Latin. Classical journal, 17: 377-88, April 1922.

A plea for the study of Latin. Presents the arguments for and against the classics.

Otis, Alvah T. The relation of Latin study to ability in English vocabulary. School review, 30: 45-50, January 1922.

In a test conducted at the White Plains (N. Y.) high school, the Latin pupils excelled those of a non-Latin group on an average of 27.3 units in terms of Terman scores. Shows the efficacy of Latin in increasing students' vocabulary.

Parker, T. Valentine. The classics as cultural studies. School review, 30: 288-93, April 1922.

Suggests that "the fatal flaw in the methods of teaching the classics is that cultural study is generally supplementary to the ordinary work of the classroom when it ought to be pervasive of it."

Ragland, George. What are Greek and Latin good for? Kentucky high school quarterly, 8: 13-28, January 1922.

Discusses the subject of the classics from the practical side, describing its disciplinary and its historical value.

Smalley, Archibald W. The coordination of Latin with first-year algebra. Classical journal, 17: 201-9, January 1922.

An endeavor to show how, and to what extent, the nomenclature of algebra may be taught in Latin classes, especially in those of the first year. "The method is to tabulate in alphabetical order the technical and semi-technical words of algebra."

MODERN LANGUAGES.

Allison, L. H. The case for the direct method. (What it is—What it is not) Modern languages, 3: 88-97, February 1922.

Discusses the subject of the direct method pro and con, showing its defects and how to remove them.

Bruns, Friedrich. Introductory causes to the study of German literature. Modern language journal, 6: 142-54, December 1921.

A plea for a course in philosophic prose.

Church, Henry W. The future of Spanish. Educational review, 63: 121-28, February 1922.

Cook, William A. Secondary instruction in Romance languages. School review, 30: 274-80, April 1922.

Concludes that if a school cannot offer at least two units of a Romance language, that language should be left out altogether.

Donnan, F. G. Auxiliary international languages. Nature, 109: 491-95, April 15, 1922.

Discusses Esperanto, Volapuk, Ido, and other attempts to formulate an international language.

Kirkman, F. B. Research in modern language instruction: Its uses and difficulties. Modern languages, 3: 100-06, February 1922.

An address by F. B. Kirkman to the Modern language association at Cambridge.

Prokosh, Eduard. The direct method in college examinations. Modern language journal, 6: 181-89, January 1922.

Shonhoff, Lilli. Modern language teaching in the higher schools of Norway. Modern language journal, 6: 123-35, December 1921.

Snedden, David. Sociological problems of modern language instruction in public schools. Teachers college record, 23: 1-11, January 1922.

MATHEMATICS.

Allen, Flake. The relative emphasis upon mechanical skill and applications of elementary mathematics. Mathematics teacher, 14: 435-43, December 1921.

Says that much of the work upon mechanical processes should be eliminated, and that more emphasis should be placed upon the applications, especially the algebraic method of using general numbers.

Carmichael, Robert D. The larger human worth of mathematics. Scientific monthly, 14: 447-68, May 1922.

Discusses mathematics and philosophy: mathematics and the foundations of science, etc.

Illinois teachers' association. Articulation committee for mathematics of the Lake shore division. A composite course for seventh and eighth-grade mathematics. Report. Mathematics teacher, 15: 43-48, January 1922.

McFarland, Blanche B. A plea for arithmetic in the first grade. Kindergarten and first grade, 7: 1-7, January 1922.

Rosenberger, Noah Bryan. The place of the elementary calculus in the senior high-school mathematics and suggestions for a modern presentation of the subject. New York city, Teachers college, Columbia university, 1921. vii, 80 [1] p. 8°. (Teachers college, Columbia university. Contributions to education, no. 117)

Schorling, Raleigh. Experimental courses in secondary school mathematics. Mathematics teacher, 15: 63-78, February 1922.

Snedden, David. Mathematics in junior high schools. School and society, 14: 619-27, December 31, 1921.

In grades seven and eight of urban junior high schools, the place, scope, specific adaptations, etc. of mathematical studies.

Snedden, David. Prescribed versus elective mathematics. *Mathematics teacher*, 15: 105-9, February 1922.

Spaulding, F. T. An analysis of the content of six third-grade arithmetics. *Journal of educational research*, 4: 413-23, December 1921.

The books selected for analysis represent a period of 14 years in the development of arithmetic texts. Says the need is for "a pedagogically sound definition of arithmetical material (a) in terms of the amount needed to accomplish most economically the desired results, and (b) in terms of subject-matter looking not alone to efficient mastery of the fundamentals but to the proper development of the whole child."

Symonds, Percival M. Mathematics as found in society: with curriculum proposals. *Mathematics teacher*, 14: 444-50, December 1921.

Among other data the writer discusses mathematics in the junior high school. Argues that the curriculum of the future must find its justification in the needs existing in society.

Thorndike, Edward L. The psychology of arithmetic. New York, The Macmillan company, 1922. xvi, 314 p. tables, diagrs. 12°. (The psychology of the elementary school subjects, by E. L. Thorndike)

Wells, R. A. The place of the metric system in the elementary school. *American schoolmaster*, 15: 85-90, March 1922.

Wilson, Estaline. Improving the ability to read arithmetic problems. *Elementary school journal*, 22: 380-86, January 1922.

Woody, Clifford. Types of arithmetic needed in certain types of salesmanship. *Elementary school journal*, 22: 505-20, March 1922.

An attempt to gain "a reliable index of the type of arithmetic needed by the clerk in selling goods, and by the consuming public in purchasing goods." Says that the school is emphasizing much arithmetic that is unessential in meeting the conditions presented by the salesman and the consuming public.

SCIENCE.

Brown, H. Clark. A nature-study project for the grades and high school. *Nature-study review*, 17: 363-90, December 1921.

Suggests program for nature-study for the twelve school years.

Curtis, Henry S. Nature study, the foundation of an education. *Educational review*, 63: 307-14, April 1922.

Emphasizes the value of taking children on excursions into the country. Says that children will make better progress in their studies where they have had a considerable first-hand experience with real things.

Eikenberry, William L. The teaching of general science. Chicago, Ill., The University of Chicago press [1922] xiii, 169 p. 12°.

Bibliography of general science: p. 151-65.

Gordon, Neil E. When will the teaching of chemistry become a science. *Science*, n. s. 54: 656-58, December 30, 1921.

A plea for the project or problem method in teaching chemistry.

SOCIAL HYGIENE AND GENETICS.

Grant, Henry M. Education in sex and heredity: a practical program. *Journal of social hygiene*, 8: 5-21, January 1922.

Plan provided for teaching sex in the schools of Oregon.

Hutchison, C. B. The elementary course in genetics. *Science*, n. s. 55: 416-21, April 21, 1922.

Outlines a course in plant breeding.

Oregon social hygiene society. Reports on grade school biology work as conducted by Vesta Holt at The Dalles, Jessie Laird Brodie at Newberg, Geraldine Ruch at Ashland, Oregon. Pub. by Oregon social hygiene society. Portland, Oregon. Salem, Or., State printing department, 1921. 80 p. 8°.

GEOGRAPHY.

- Brigham, Albert P.** A quarter-century in geography. *Journal of geography*, 21: 12-17, January 1922.

Discusses the evolution of geography and geography teaching during the past 25 years.

- Jefferson, Mark.** The maps in the school geographies. *Journal of geography*, 21: 23-28, January 1922.

- Koch, Hazel E.** The value of books recommended for high school students in widening the geographical horizon. *School review*, 30: 193-98, March 1922.

A study based on 35 reading lists and courses of study of prominent and representative high schools in all sections of the United States.

- Miller, George J.** Twenty-five years' growth in collegiate geography. *Journal of geography*, 21: 35-37, January 1922.

Statistical study based on questionnaires sent to all normal schools and to all other educational institutions in the United States listed by the Bureau of education as collegiate in grade—21 in number.

- Roxby, P. M.** A course in geography for schools. *Geographical teacher* (London) 11: 163-66, 1921.

Published in the autumn of 1921. Relates not only to Great Britain but to the world in general.

HISTORY.

- Bryce, James, Viscount.** The study of American history; being the inaugural lecture of the Sir George Watson chair of American history, literature and institutions. With an appendix relating to the foundation. New York, The Macmillan company, 1922. 148 p. 12°.

- Bush, Ralph H.** The history and social-science curriculum of the Joliet township high school. *School review*, 30: 365-70, May 1922.

- Fisher, Hope.** An amended curriculum for history in secondary schools. *American schoolmaster* 15: 23-31, January 1922.

- Hearnshaw, F. J. C.** Supplementary aids to classroom work: history. *Journal of education and School world*, 54: 149-51, March 1922.

- Hudelson, C. Le R.** A history chart. *School review*, 30: 138-40, February 1922.

Describes a chart that has been constructed for the Township high school of Benton, Illinois: an outline "Story of mankind," connecting up history and geology after the manner of H. G. Wells, illustrated by objects and pictures, and always on view. This chart, which runs around three walls of a large classroom, is made of strips of eight-inch board covered with sign cloth, nearly 70 feet in all.

ECONOMICS.

- American economic association. Committee on the teaching of economics.** A proposed program of social studies in the secondary schools. *American economic review*, 12: 66-74, March 1922.

- Mead, A. B.** General plan for a course in economics. *School review*, 30: 294-99, April 1922.

A general plan for a half-year course in economics for a high school in a rural community.

MUSIC.

- Coleman, Satis N.** Creative music for children. A plan of training based on the natural evolution of music, including the making and playing of instruments, dancing—singing—poetry. New York and London, G. P. Putnam's sons, 1922. xvi, 220 p. front., plates, music. 8°.

- Hildebrandt, Edith L.** Music memory contests. *Education*, 42: 343-51, February 1922.

Centends that the music memory contest ranks as an invaluable means of raising the standard of music appreciation. Gives rules how to conduct such a contest, with a suggested list of composition. The same author has an article on this subject in *School review*, 30: 300-6, April 1922.

DRAMATICS.

Barker, Harley Granville. The exemplary theatre. London, Chatto and Wind us, 1922. xv, 288 p. 8°. "A plea for the recognition of the theatre as an educational force."

Barnum, Madalene D. School plays for all occasions. New York, Newark, Barnes & Hopkins [1922] 186 p. 12°.

This book contains a play for each special date in the year, beginning with New Year's and ending with Christmas, together with directions for simple costumes and properties.

Jaslow, M. B. The junior high school and the drama. Education, 42: 473-87, April 1922.

Shows the importance of the drama in the junior high school curriculum.

Mabie, Edward C. Plays for high schools. Iowa City, The University [1921] 36 p. 8°. (University of Iowa. Extension division bulletin no. 78)

DRAFTING.

Fulwider, James H. Teaching students to chart. School review, 80: 378-81, May 1922.

Work accomplished in chart making and study in the Onarga military schools, Illinois. Says that chart making develop the analytical powers of students

SAFETY.

Scoville, Dorothea H. and Long, Doris. Safety for the child; a practical guide for home and school. New York, Republic book company [1921] 252 p. illus. 12°.

KINDERGARTEN AND PRIMARY SCHOOL.

International kindergarten union. Proceedings of the twenty-eighth annual meeting . . . Detroit, Michigan, May 2-6, 1921. 230 p. 8°. (Miss May Murray, corresponding secretary, 40 High street, Springfield, Mass.) Contains: 1. H. J. Baker: The Detroit kindergarten test, p. 184-95. 2. Ella R. Boyce: Supervision, p. 197-201.

Corson, David B. The kindergarten; part of the elementary school. Kindergarten and first grade, 7: 89-91, March 1922.

Says the kindergarten should be a part of every elementary school.

Snedden, David. Problems of the place and functions of the kindergarten. School and society, 15: 233-41, March 4, 1922.

RURAL LIFE AND CULTURE.

Kolb, J. H. Rural primary groups; a study of agricultural neighborhoods. Agricultural experiment stations of the University of Wisconsin and United States Department of agriculture cooperating. Madison, 1921. 81 p. incl. tables, diagrs. 8°. (Research bulletin 51. December, 1921)

MacGarr, Llewellyn. The rural community. New York, The Macmillan company, 1922. xv, 239 p. front., illus. (incl. maps) diagrs. 12°

National child labor committee. Rural child welfare; an inquiry by the National child labor committee based upon conditions in West Virginia. Under the direction of Edward N. Clopper. New York, The Macmillan company, 1922. 355 p. plates, tables. 12°

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RURAL EDUCATION.

Conference on rural education. State normal school, Worcester, Mass., March 17, 1922. [Papers] Education, 42: 521-77, May 1922.

Subject: Pressing problems of the rural schools.

Contains: 1. K. L. Butterfield: Tests of good farming and good rural schools, p. 521-30. 2. Notes from the field—School lunches, p. 531-36. 3. C. L. Schrader: Physical education in rural schools, p. 537-47. 4. A. S. Rollins: Recreation in rural schools, p. 548-52. 5. A. K. Getman: The rural school and the community, p. 553-63. 6. J. J. Reilly: How to keep the mill-town child in school, p. 564-67. 7. C. A. Dole: The personality of the rural school teacher, p. 568-77.

Briggs, Thomas H. Objectives of secondary education. Journal of rural education, 1: 360-63, April 1922.

Raises the inquiry as to "whether the emphasis should not now be placed more on preparation for home membership, civic responsibilities, and the wise use of leisure time."

Calhoun, J. T. Rural school houses and grounds. Issued by W. F. Bond, state superintendent of education, Jackson, Mississippi. Jackson, Miss. Hederman bros, Jackson, Miss., [1921] 1 p. l., [5]-108 [2] p. front., plans. 8°. (Mississippi. Dept. of education] Bulletin no. 26., December, 1921.)

Campbell, Macy. Growth of consolidated schools in Iowa. [Cedar Falls, Ia., Iowa state teachers college, 1922.] 16 p. 8°. (Bulletin of the Iowa state teachers college, vol. xxii, no. 3. September, 1921.)

Deerwester, Frank. The history of a rural school district. Education, 42: 286-91, January 1922.

Study based on the records of a rural school in a distinctively rural section of western Missouri. The writer asks: "Is this record typical?"

Dunn, Fannie Wyche. Educative equipment for rural schools. New York city, Teachers college, Columbia university [1921] 23 p. 8°. (On cover: Teachers college bulletin, 13th ser. no. 3)

Lists equipment for the teacher and the pupil, including a graded list of books, magazines and newspapers, musical instruments, pictures, etc.

— The rural school's purpose in relation to the community. Journal of rural education, 1: 368-73, April 1922.

Shows that the rural school of the future may be not merely an institution for the education of children and youth, but a means of continued development for all who desire it, of whatever age.

Jones, T. N. Rural education a state problem. Texas outlook, 6: 7-12, February 1922.

Pittman, Marvin S. Successful teaching in rural schools. New York, Cincinnati [etc.] American book company [1922] 294 p. illus. 12°. (American education series, G. D. Strayer, general editor)

Snedden, David. Schools for farmers' sons—present deficiencies—future prospects. Journal of rural education, 1: 241-46, February 1922.

The writer says that the vocational school of farming and the liberal high school should not be pedagogically interdependent concurrently for the same pupil, as he can not get in his working hours, ordinarily, vocational and liberal education simultaneously.

Vermont. State board of education. Rural schools of Vermont and their improvement issued by the state board of education . . . Pub. by authority of the state board of control. Montpelier, Vt., Capital city press, 1922. 64 p. illus., plans. 8°.

Works, George A. New York state rural school survey. Educational review, 63: 247-56, 277-87, 412-23, March, April, May 1922.

These three articles deal respectively with the organization, principal findings, and recommendations of the committee of twenty-one in charge of the survey.

TEACHERS' COTTAGES.

Almack, John C. Teacherages. *American school board journal*, 64: 61, March 1922.
Discusses the passing of the teacherage, and shows that changing rural conditions, and developing community life have made the teachers' cottage unnecessary.

Shuler, Marjorie. Making teachers welcome. *American review of reviews*, 65: 195-98, February 1922.
Describes progress in constructing teacherages in various parts of the country. Illustrated.

SECONDARY EDUCATION.

Florida high school principals. Proceedings of the second annual conference . . . April 7 and 8, 1921. University of Florida, Teachers college. Issued by the Department of secondary education. Ed. and comp. by Jos. Roemer. 183 p. 8°.

High school conference, Urbana, Ill. Proceedings of the High school conference of November 17, 18 and 19, 1921. Issued from the High school visitor's office. Urbana, University of Illinois, 1922. 401 p. 8°. (*University of Illinois bulletin*, vol. 19, no. 21, January 23, 1922)

Contains: 1. Silas Echols: Report of the Committee on extra-curricular activities, p. 45-48. 2. C. R. Small: The laboratory method of teaching Latin, p. 117-20. 3. C. H. Woolbert: Fundamentals in the teaching of better speech, p. 301-10. 4. Anna Weller: Geography in the reconstructed high school, p. 219-21. 5. John Shards: Content and standardization of mechanical drawing, p. 257-59. 6. L. C. Martin: Testing mathematics teaching, p. 297-99. 7. Josephine C. Doniat: Report on French texts, p. 307-09. 8. Edith Cameron: Problems in teaching Spanish, p. 312-18. 9. L. L. Carl: Music, the curriculum, and objectives, p. 320-23. 10. H. A. Miller: How to reach the adolescent, p. 336-43. 11. Louise Freer: Modern tendencies in physical education, p. 345-48. 12. W. F. Fintzcker: Chemistry exhibit as a project review, p. 373-77. 13. H. F. Goodman: Teaching the European war, p. 385-88.

National association of secondary school principals. Sixth yearbook. [Chicago] Pub. by the Association, 1922. 215 p. 8°. (H. V. Church, secretary, Cicero, Ill.)

Contains: 1. Merle Prunty: Sane, and systematic direction of extra-curricular activities, p. 1-8. 2. L. J. Bright: The intelligence examination as the determining factor in the classification of high school students, p. 51-63. 3. Arnold Lau: Classification of high-school students according to ability, p. 63-85. 4. L. D. Coffman: The high school in its relation to the profession of teaching, p. 92-99. 5. T. H. Briggs: What next in education, p. 99-110. 6. P. W. L. Cox: Social studies in the reorganized secondary school, p. 126-32.

Briggs, Thomas H. Extra-curricular activities in junior high schools. *Educational administration and supervision* 8: 1-9, January 1922.

Study based on a report on the organization and administration of the junior high school at Teachers college, Columbia university, made in August 1921. Gives a list of activities which have been tried out in various schools. Bibliography, p. 8-9.

Caldwell, Otis W. Education as viewed by the Lincoln school. *Educational review*, 63: 1-10, January 1922.

This school, established as an adjunct to the Teachers college, Columbia university, was organized to work out the problems of secondary education upon an independent and experimental basis. Activities described.

Clement, J. A. Current practice in the organization and administration of junior high schools. *School review*, 30: 110-17, February 1922.

A study based on an investigation of 40 junior high schools in Kansas and an almost equal number in Indiana. Concludes that a pressing problem for solution is the satisfactory administration of junior high school curricula.

— The reciprocal relation between theory and practice in scientific secondary education. *Educational administration and supervision*, 8: 198-204, April 1922.

"It is not," says the writer, "a question of *theory versus practice*, but a question of correlated *theory and practice* in secondary education that it is important for us to recognize at the present time." Recommends school officers to observe in great detail what has happened in agriculture, in medicine, in aeronautics, etc.

— Summary of organization and administration of 40 junior high school systems of Kansas. *Educational administration and supervision*, 8: 137-42, March 1922.

Counts, George S. The selective principle in American secondary education. School review, 30: 95-109, February 1922.

Discusses the subject under the following heads: (1) Parental occupation and children of high-school age not in high school. (2) parental occupation and progress through school. Second paper of series. In the November 1921 number writer made an analysis of the social composition of the entire high-school populations of Bridgeport, Mount Vernon, St. Louis, and Seattle. The analysis is carried further in the present paper. Concludes that the high school is still patronized very largely by the more fortunate social and economic classes.

Hayden, Floyd S. Democracy in high school government. School review, 30: 187-92, March 1922.

Describes a student-faculty cooperative government in Citrus union high school, Azusa, Calif. Gives the constitution of the welfare council of the school.

Hollister, H. A. The frontiers of high school development after a century of growth. School and home education, 41: 59-65, December 1921-January 1922.

Address given before the High school conference, University of Illinois, November 1921.

Hughes, W. H. Provisions for individual differences in high school organization and administration. Journal of educational research, 5: 62-71, January 1922.

Study based on a questionnaire sent to 425 high schools in the United States. Writer says that if the grouping of students according to capacities is desirable, then a much wider use of mental testing should be employed.

Johnson, Harold. Psychology of the high school. School review, 30: 127-30, February 1922.

Emphasizes the benefits of a well-organized, efficient, and constructive social program in the school. Experiences in the Decatur high school, Illinois.

Johnston, Charles Hughes. Junior-senior high school administration, by Charles Hughes Johnston, Jesse H. Newlon, Frank G. Pickell. New York, Chicago [etc.] C. Scribner's sons [1922] x, 399 p. 12°.

Johnston, Laura M. Pupil participation in administering the junior high school. Elementary school journal, 22: 615-20, April 1922.

Discusses the growth of pupil initiative, cooperation, and responsibility in solving problems of school conduct. An experiment conducted in the Junior high school of the training department, State normal school, Oshkosh, Wis.

Nutt, Hubert Wilbur. Principles of teaching high school pupils by means of the high school subjects. New York, The Century co., 1922. xiv, 359 p. 12°.
(The Century education series)

Edited by Charles E. Chadsey.

Parker, Samuel Chester. Exercises for "Methods of teaching in high schools"; a problem-solving method in a social science. Rev. ed. Boston, New York [etc.] Ginn and company [1922] x, 261 p. 12°.

Preston, Carleton E. "Getting by": a problem of high school morale. Educational review, 63: 211-26, March 1922.

Says that the present system is "in itself responsible for much of the 'getting by' spirit, the satisfaction with mediocrity." Outlines a system of mark-keeping and routine, which would serve as a more illuminative series of records than those in use at the present time.

Snedden, David. High school reorganization—some practicable next steps. Educational administration and supervision, 8: 80-98, February 1922.

Deprecates curriculum control of high schools by higher institutions. Declares it to be a mistake to assume that vocational courses can be effectively incorporated with courses of liberal education.

Thorndike, Edward L. Changes in the quality of the pupils entering high school. School review, 30: 355-59, May 1922.

Uhl, Willis L. The interest of junior high school pupils in the informational reading selections. Elementary school journal, 22: 352-60, January 1922.

Emphasizes the keen interest of pupils in informational selections written for school use by experts; the interest of teachers in the same; and suggests guiding principles for selecting such reading matter for the junior high school study made in the intermediate school of Evanston, Ill.

Van Denburg, Joseph King. The junior high school idea. New York, H. Holt and company, 1922. 423 p. illus. (incl. forms). 12°.

TEACHER TRAINING.

Armentrout, W. D. The use of a "sliding program" in training schools. Educational administration and supervision, 8: 241-49, April 1922.

Aspinwall, William B. Student-teaching at the Worcester state normal school. Educational review, 63: 379-94, May 1922.

"The first actual experience in student-teaching," says the writer, "is provided as early in the course as the first half-year, in order to aid the students to assimilate more completely their knowledge of the child's mental processes, to make their observations more intelligent," etc.

Bradfield, Stella. Observation, participation, and practice teaching for a liberal arts college. Educational administration and supervision, 8: 106-12, February 1922.

A tentative plan to meet "a purely local situation where initial work is to be done in using a city system for laboratory purposes for a liberal arts college."

Burris, W. I. The case method for the study of teaching. School and society, 15: 121-30, February 4, 1922.

Answers objections to the case method for the study of teaching and gives arguments for its adoption.

Cleveland foundation. Educational commission. The professional education of teachers in Cleveland, 1921-1922. (Cleveland, Ohio, Western reserve university [1922] ix, 92 p. 8°. (Western reserve university bulletin, vol. xxv, no. 3. March, 1922)

Report and recommendations of an educational commission (William C. Bagley, chairman, John W. Withers, and George Gailey Chambers) appointed and financed by the Cleveland foundation at the request of the joint conference committee of the Cleveland school of education and Western reserve university.

Cross, E. A. Spinning sand. Educational review, 63: 23-34, January 1922.

Discusses teachers' requirements and the professional training of teachers. Says that in this country we have "no adequate force of trained teachers capable of teaching the responsibilities of citizenship." Describes the present preparation of teachers as "spinning ropes of sand."

Davis, C. O. The training and experience of the teachers in the high schools accredited by the North central association. School review, 30: 335-54, May 1922.

Study based on a questionnaire sent to every teacher in the secondary schools accredited by the North central association. Of the 15,672 teachers reporting, all but 1,100 received their elementary education in the public schools, and 60 per cent received this education in whole or in part in rural schools.

Finney, Ross L. The function of sociology in the training of teachers. Educational review, 63: 110-20, February 1922.

Discusses the correspondence between civilization and education. Contends that teachers, as well as administrators, need the light that social science can throw upon educational problems.

Hill, Lawrence Benjamin. The legislative control of state normal schools. New York, 1921. 169 [1] p. incl. tables, forms, diagrs. 8°.

Thesis (Ph. D.)—Columbia university.

Hillyer, Thomas A. The place of the normal school in the state system. Educational administration and supervision, 8: 166-74, March 1922.

Discusses the development of the normal school in Europe and America; its needed adjustments as regards conditions in this country, etc. Contains a bibliography.

Lane, Jessie A. The Fort Wayne plan of student teaching, observation and reports. Educational administration and supervision, 8: 42-59, 99-104, January, February, 1922.

Gives a detailed program for the organization of student observation, graded participation, and practice teaching, organized by the writer, and put into operation in the Fort Wayne normal school in February 1920.

Blumer, G. O. L. The preparation of high school teachers in the state of Pennsylvania. Educational administration and supervision, 8: 143-65, March 1922.

Says the state should pay more attention to the training of its prospective high school teachers. Recommends taking over and reorganizing the schools of education at Pittsburgh and Philadelphia, turning them into state teachers' colleges, with a practice school of secondary grade established in connection with each institution.

Schutte, T. H. The distribution of time of student-teachers in a state teachers' college. Educational administration and supervision, 8: 215-22, April 1922.

An endeavor to gain an idea (1) as to how student-teachers spend the time set aside for practice teaching; and (2) how the time demanded by practice teaching compared with the time spent for a unit of credit in other subjects.

Strayer, George D. Relation of college departments of education to state and local school systems. Educational administration and supervision, 8: 193-97, April 1922.

Says that no satisfactory training can be offered without first hand contact with schools as they are commonly organized.

Swift, Fletcher Harper. The specific objectives of a professional course in the history of education. Teachers college record, 23: 12-18, January 1922.

Waterfall, Edith A. An English view of teacher training in America. Educational administration and supervision, 8: 13-35, January 1922.

Part of a report prepared for the trustees of the Frances Mary Buss memorial travelling scholarship fund, England. Contrasts educational conditions in England and America. Is very appreciative of American educational achievements. Says that we are much more advanced than England in the standardization of methods of teaching, measuring attainment, and school equipment; and that we possess a far greater equity of educational opportunity.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

Carnegie foundation for the advancement of teaching. Sixteenth annual report of the president and of the treasurer. New York city, 1921. vi, 205 p. 4°. (Clyde Furst, secretary, 522 Fifth avenue, New York)

CONTENTS.—Pt. I. The financial administration of the trust.—Pt. II. The work of the year.—Pt. III. Action of various colleges and universities.—Pt. IV. The relation of medical education to medical progress.—Pt. V. Educational enquiry.—Pt. VI. Pension systems and pension legislation.—Pt. VII. De mortuis.

Jones, Arthur J. Appointment bureaus in colleges and universities. Educational review, 63: 367-78, May 1922.

Discusses the function of a placement bureau in a college or university.

National education association. Salary schedules, 1920-1921; cities of the United States of 100,000 population or over. Washington, D. C., The National education association, 1922. 31 p. 8°. (Bulletin no. 19)

Smith, Walter B. The professional status of teaching. Educational review, 63: 35-49, January 1922.

Advocates the perfecting of virile teachers' organizations. Says that the greatest handicap to the growth of a professional spirit among teachers lies in the temporary nature of teaching tenure and personnel.

Texas. University. Conference upon the teacher-problem in Texas. Austin, The University, 1922. 95 p. 12°. (University of Texas bulletin, no. 2209: March 1, 1922)

CONTENTS: C. A. Nichols: The status of Texas high-school teachers.—Lida Hooe: Status of the teachers of art in the public schools of Texas.—Elisda Littlejohn: The present status of public school music in Texas.—W. B. Mikesell: Commercial education in Texas.—N. S. Hunsdon: Manual training in Texas.—Jessie Harris: Survey of the needs in home-making education in Texas.—M. L. Hayes: A study of the teaching of agriculture in public schools of Texas.—A study with reference to the status of physical education teachers in Texas.—B. F. Pittenger: Teacher-training at the university, the agricultural and mechanical college, and the college of industrial arts.—R. L. Marquis: The functions of the normal colleges in the solution of the teacher-problem.—J. O. Leath: Teacher training in junior colleges in Texas.

HIGHER EDUCATION.

Association of American colleges. The proceedings of the eighth annual meeting, January 1922. New York, Association of American colleges, 1922. [53]-185 p. 8°. (*Its Bulletin*, vol. 8, no. 3, March 1922) (Robert L. Kelly, executive secretary, 111 Fifth avenue, New York city)

Contains: 1. Lucia R. Briggs, J. H. Kirkland, Ellen F. Pendleton, E. M. Hopkins: College objectives and ideals, p. 57-74. 2. Spencer Miller, Jr.: The university and the American worker, p. 75-94. 3. C. N. Cole: Report of the commission on academic freedom and academic tenure, p. 94-104. 4. O. E. Randall: Report of the commission on sabbatic leave, p. 104-13. 5. A. E. Morgan: Education for symmetry, p. 148-27. 6. D. J. Cowling: The Congregational foundation for education, p. 135-42. 7. Howard McClenahan, C. Mildred Thompson, E. M. Hopkins: Limitation of enrolment in colleges, p. 142-62. 8. G. F. Zook: The residence of students in higher institutions, p. 162-77. 9. J. J. Tigert: Professorial salaries, p. 178-85.

Association of American universities. Journal of proceedings and addresses of the twenty-third annual conference held at the University of Missouri, November 4-5, 1921. 89 p. 8°. (David A. Robertson, secretary, University of Chicago, Chicago, Ill.)

Contains papers and addresses on (1) Concerted action towards full support of scholarly publication, p. 27-46; (2) The organization of freshman year, p. 63-71; (3) Aspects of the junior-college problem, p. 77-86.

Association of colleges and secondary schools of the Southern States. Proceedings of the twenty-sixth annual meeting, Birmingham, Ala., December 1-2, 1921. Durham, N. C., The Seeman printery, incorporated [1922?] 151 p. 8°. (Edward A. Bechtel, secretary, Tulane university, New Orleans, La.)

Contains: 1. R. L. Kelly: Tendencies in the college curriculum, p. 104-10. 2. J. E. White: The denominational colleges and the Southern association, p. 110-19. 3. H. D. Phillips: Inter-collegiate athletics and the college faculty, p. 123-35.

National association of state universities. Transactions and proceedings. Vol. 19, 1921. Regular annual meeting held at New Orleans, November 7 and 8, 1921. Edited for the association by Frank L. McVey, secretary, Lexington, Ky. 142 p. 8°.

Contains: 1. E. A. Birge: Presidential address—Clerkship and merchandise, p. 9-22. 2. F. J. Yanes: The relation of state universities to Spanish American educational problems, p. 23-28. 3. P. H. Goldsmith: Official instruction in the countries of middle and southern America, p. 29-51. Discussion by R. E. Vinson, p. 51-53. 4. T. F. Kane: University problems—Uniform methods of calculating the per capita cost of education, p. 53-68. 5. Lloyd Morey: Comparative financial statistics of state universities, p. 68-78. 6. E. C. Elliott: Shall student attendance of state universities be limited? p. 78-90. 7. S. P. Capen: The resources of state universities, present and future, p. 91-99. 8. David Kinley: The advantages of state universities and their relation to the public, p. 99-110. 9. J. J. Tigert: The relation of the federal Bureau of education to the state universities and colleges, p. 110-21.

Alderman, Edwin A. The meaning of universities. *World's work*, 43: 248-51, January 1922.

Arnett, Trevor. College and university finance. New York, General education board, 1922. xi, 212 p. tables. 12°.

Beatley, Bancroft. The relative standing of students in secondary school, on comprehensive entrance examinations, and in college. *School review*, 30: 141-47, February 1922.

Study based on data obtained from school, examination, and early college records of 423 men admitted to Harvard college under the new plan. Every candidate under this plan is required to submit a record of his secondary school work and to take four comprehensive examinations set by the College entrance examination board.

Burton, M. L. What must the colleges do? *Journal of the New York state teachers' association*, 8: 230-37, January 1922.

The colleges must train students to work thoroughly, to think accurately, to know their own day, and to be men of integrity.

Caullery, Maurice. Universities and scientific life in the United States, tr. by James Haughton Woods and Emmet Russell. Cambridge, Harvard university press, 1922. xvii, 269 p. 8°.

Clark, Thomas Arkle. The passing of the chaperon. Atlantic monthly, 129: 516-19, April 1922.

Observations on the evolution of social life in university student circles.

— The personal touch. Christian education, 5: 3-18, March 1922.

The personal relationship which should exist between the students at college and the faculty would be a source of inspiration, of moral and intellectual strength.

Coffman, Lotus D. What part shall the colleges and universities play in the American program of education? American education, 25: 252-55, February 1922.

Discusses such questions as the desirability of universities freeing themselves from all work, not of university grade; the giving of credit towards a degree for approved high school work, etc.

Feuillerat, Albert. Six mois a l'université Yale. Revue des deux mondes, 92 (t. 7): 631-63, February 1; (t. 8): 431-58, March 15, 1922.

Gives the experiences and impressions of the writer as an exchange professor in Yale university.

Gatchell, Earle. A bank for students. Survey, 47: 949-50, March 18, 1922.

Discusses the need of a students' bank, "national in scope, charging legal interest which would give the deservng student long-time loans on a strictly business basis," etc.

Goucher college, Baltimore. The Missouri system of grading. Baltimore, Md. [1922] 8 p. 8°. (Bulletin of Goucher college [new ser. II, vol. 9, no. 4, February, 1922])

Greenough, C. N. Harvard's new way. Journal of education, 95: 347-49, March 30, 1922.

Dean Greenough writes about the selection of raw material, how to study, and the "general examination" idea.

Henle, James. Unhonored educational honors. North American review, 215: 249-54, February 1922.

Says that college instruction is still under the domination of the fact tradition. But a revolt is well under way. The endeavor should not be to fill the students' brain with as many facts as possible, but rather "to assist him to comprehend and judge the forces which have created our present society and which are directing its development."

Hopkins, L. Thomas. The marking system of the College entrance examination board. Cambridge, The Graduate school of education, Harvard university, 1921. 15 p. incl. diagr. 8°. (Harvard monographs in education, whole no. 2. Ser. 1. no. 2—Studies in educational psychology and educational measurement, ed. by W. F. Dearborn, ser. 1, no. 2)

"Selected references": p. 15.

Howe, Charles S. Our overcrowded colleges. School and society, 15: 35-41, January 14, 1922.

Institutions have not the right to admit more students than they can properly teach. Scholarship should be placed before numbers.

Hull, Callie, and West, Clarence J. Doctorates conferred in the sciences by American universities in 1921. Science, n. s. 55: 271-79, March 17, 1922.

Statistical compilation. Gives theses distributed according to subject; names of authors, etc.

Key, David M. The world supply of college men. Educational review, 63: 326-35, April 1922.

A statistical study of American and European higher institutions of education.

Kirkpatrick, J. E. Control of university policy. Survey, 47: 565-66, January 7, 1922.

Advocates faculty control, which would do away with that "overgrown and impossible office, so peculiar to America, the college presidency."

Kirkpatrick, J. E. Responsible university control. *Survey*, 47:804-5, March 4, 1922.

A plea for the development of a representative and responsible government for our universities.

Leacock, Stephen. Oxford as I see it. *Harper's magazine*, 144:738-45, May 1922.

Says that "Oxford is a noble university. It has a great past. It is at present the greatest university in the world; and it is quite possible that it has a great future. Oxford trains scholars of the real type better than any other place in the world."

Scales, Laura W. L. Shall we fear the large college? *Educational review*, 63: 299-306, April 1922.

Emphasizes the necessity of personal relationships—the human touch in education, which some of the large institutions lack.

Sponder, Harold. Oxford after many days. *Fortnightly review*, n. s. 111: 52-62, January 1922.

An appreciative and brief historical study of Oxford university.

University of Iceland. *Educational times* (London) n. s. 4: 18-19, January 1922.

Virginia. University. The centennial of the University of Virginia, 1819-1921.

The proceedings of the centenary celebration, May 31 to June 3, 1921. New York and London, G. P. Putnam's sons, 1922. xi, 235p. front., plates. 4°.

Warner, Arthur. "Fiat lux"—but no red rays. *Nation*, 114: 364-65, March 29, 1922.

A discussion of academic freedom at blank university.

FEDERAL GOVERNMENT AND EDUCATION.

National education association. Department of superintendence. A national organization for educational service. Addresses at the Chicago meeting. February 27, 1922. *Educational record*, 3: 114-50, April 1922.

Contains: 1. Alexander Inglis: Federal policies in education, p. 114-25. 2. G. D. Strayer: The need of a national organization for educational service, p. 126-31. 3. S. P. Capen: A plea for reconsideration, p. 132-34. 4. E. C. Broome: A national organization for educational service, p. 135-39. 5. Olive N. Jones: The need of national organization for educational service, p. 140-46. 6. W. A. Jessup: Can effective leadership be secured through a secretary of education in the cabinet? p. 147-50.

Fitzpatrick, Edward A. Federalization and state educational bankruptcy. *Educational review*, 63: 402-11, May 1922.

Concludes that the ideal arrangements of a federal agency of education would be a federal board of education in the same legal position as the United States commerce commission, or, as has been recently suggested, the Smithsonian institution.

Illinois. University. Proceedings of a conference on the relation of the federal government to education. Installation of David Kinley as president of the University of Illinois. December 1 and 2, 1921. Urbana, the University of Illinois, 1922. 110p. front. (port.) 8°. (University of Illinois bulletin, vol. 19, no. 23, February 6, 1922).

Contains: 1. Eugene Davenport: Early congressional appropriations for education.—2. S. P. Capen: Recent federal legislation for education.—3. David Kinley: The relation of state and nation in educational policy.—4. E. W. Allen: Problems of administering federal appropriations.—5. W. O. Thompson: Problems of state universities in administering federal funds.—6. H. M. Townner: Federal aid to education, its justification, degree, and method.—7. Thomas Sterling: Constitutional and political significance of federal legislation on education.—8. Discussion of the papers.

Jones, Olive M. The need of national organization for educational service. *Educational review*, 63: 395-401, May 1922.

Writer says that education should be nationally organized, so that there may obtain equality of educational opportunity, apparently threatened in times past by political or commercial or industrial or religious combinations.

Judd, Charles H. Federal participation in education. *Elementary school journal*, 22: 494-504, March 1922.

Reviews the symposium on federal participation in education published in February number. Concludes that some careful, analytical thinking will have to be done before a department of education is established.

Judd, Charles H. Federal standards of educational administration. Elementary school journal, 22: 414-26, February 1922.

A study of the opinions of leading educators on federal participation in education. Arguments for and against a federal department of education.

Kinley, David. The relation of state and nation in educational policy. School and society, 14: 589-600, December 24, 1921.

Installation address as president of the University of Illinois, December, 1921.
Education must be kept out of federal bureaucratic control.

Learned, Henry B. The educational function of the national government. Educational record, 3: 3-17, January 1922.

Reprinted from American political science review, 15: 335-49, August 1921.

Mann, Charles R. Federal organization for education. Educational review, 63: 102-9, February 1922.

Recommends the creation of a federal education commission, consisting of five noted educators appointed by the President, their terms of office being five years. The appointments might be so made that the term of one member would expire each year. This commission would be limited in its activities to those functions which "do not include administration and financial support of civilian schools." The commission would be in lieu of the Bureau of education.

Sterling, E. Blanche. Federal participation in a health program for schools. Elementary school journal, 22: 279-85, December 1921.

Describes the work of the child hygiene section of the U. S. Public health service. Says that the health supervision of school children should be standardized, and recommends the cooperation of the federal government in this regard.

SCHOOL ADMINISTRATION.

Bruce, William G. The American school tax problem. American school board journal, 64: 42-44, February 1922.

The first of a series of articles on school taxation.

Cubberley, Ellwood P. Public school administration; a statement of the fundamental principles underlying the organization and administration of public education. [Rev. ed.] Boston, New York [etc.] Houghton Mifflin company [1922] xviii, 479 p. illus. (incl. maps) diagrs. (part fold.) 12°. (Riverside text books in education, ed. by E. P. Cubberley)

Finegan, Thomas E. Co-operation between the state and the school district. 16 p. 8°. Harrisburg, Pa. (Pennsylvania school journal (Supplement) vol. 70, no. 7, March 1922).

Fitzpatrick, Edward A. A comprehensive state education programme. School and society, 15: 186-91, February 18, 1922.

Boards of education have become so involved in educational routine that they lack educational vision. A planning department is needed in every state educational machinery.

Lindsay, E. E. Iowa school taxation. Educational administration and supervision, 8: 65-79, February 1922.

Writer contends that "if all real and personal properties in Iowa were taxed at their real worth, or at a uniform percentage of that worth the problems of school finance would find easy solution."

— School finance in Iowa. Journal of educational research, 5: 112-19, February 1922.

Discusses the relation of expenditures for schools to expenditures for other municipal purposes in Iowa towns and cities.

Moehlman, Arthur B. An analysis of the 1922-1923 budget requests of the Board of education, city of Detroit, by Arthur B. Moehlman; J. F. Thomas and H. W. Anderson. [Detroit: Board of education, 1922] 64 p. illus., diagrs. 8°. (The Detroit educational bulletin. Research bulletin, no. 8. Feb., 1922)

Morrison, John Cayce. The legal status of the city school superintendent. Baltimore, Warwick & York, inc., 1922. 162 p. 12°. Pocket contains folded chart, table.

Neale, Mervin Gordan. School reports as a means of securing additional support for education in American cities. Columbia, Mo., The Missouri book company, 1921. xii, 137 p. illus, tables. 8°. Bibliography: p. 132-37.

Pryor, H. C. Some recurring problems of administration. Educational administration and supervision, 8: 205-8, April 1922.

Endeavors to throw light on the vexing questions, "How many hours should students be permitted to carry?" "How late should they be permitted to enter?" "Should they be permitted to register for courses in residence and complete them in absentia?"

Rhode Island. Special commission on public school finance and administration. Report of the special commission on public school finance and administration appointed by resolution of the general assembly approved April 23, 1920. Presented to the general assembly, February 23, 1922. Providence, E. L. Freeman company, printers, 1922. 37 p. 8°.

Thomas, John M. Correlation among the various units of public educational institutions. Pennsylvania school journal, 70: 239-42, March 1922. Address delivered before the High school department, Pennsylvania state education association, December 1921.

Wright, Judson S. Financial independence of boards of education. Educational review, 63: 193-97, March 1922.

Contents that boards of education in our cities should be financially independent of the municipal authorities. Such financial independence has already been secured by statute in a number of states.

SCHOOL MANAGEMENT.

National education association. Department of elementary school principals. Proceedings, 1921. Washington, D. C., National education association, [1922] 46 p. 8°. (Bulletin no. 18)

Agarter, Rose E. The duties of the student adviser. School review, 30: 37-44, January 1922.

Work of a student adviser as exemplified in the East high school of Cincinnati, Ohio. Boys and girls often seek advice in regard to physical ailments. The adviser relieves the principal of many minor administrative duties.

Benson, A. F. The public school principal. American school board journal, 64: 49-50, March 1922.

Hawley, W. E., and Pechstein, L. A. Diminishing returns in reducing non-promotion. Elementary school journal, 22: 584-96, April 1922.

Concludes that radical reduction in nonpromotion can not honestly be secured without radical reorganization of the school system.

Hudelson, Earl. The profession of principal. School review, 30: 15-23, January 1922.

Study based on a questionnaire sent in February, 1921, to all of the high-school principals of West Virginia. Says that the chief academic deficiency of applicants for high-school positions in West Virginia is lack of specific preparation, and the chief professional deficiency is inadequate professional training.

Judd, Charles H. The scientific technique of curriculum-making. School and society, 15: 1-11, January 7, 1922.

The author clearly points out problems in curriculum-making in order to stimulate the consideration of scientific methods to be used in place of the present day hit-and-miss ones.

Moore, Jennie. Putting the responsibility of seventh and eighth grade failures up to teachers and principals. Inter-mountain educator, 17: 199-202, January 1922.

Saul, Ernest L. Professional teachers' meetings for the high school. School review, 30: 371-77, May 1922.

Emphasizes the value of extra-curriculum activities. Gives suggestions on class management, etc.

Seashore, C. E. Sectioning classes on the basis of ability. School and society, 15: 353-58, April, 1922.

The opportunities offered by the principle of sectioning classes are given by the author, who advocates sectioning.

Spencer, P. B. A high-school principal's self-rating card. School review, 30: 268-73, April 1922.

Young, Eula and Simpson, M. B. A technique for the lengthened period. School review, 30: 199-204, March 1922.

Discusses the 62 minute period of the Bucyrus high school, Ohio.

SCHOOL BUILDINGS AND GROUNDS.

Illinois. Department of public instruction. Representative Illinois high school buildings; types of modern school building construction and suggestions for the use of directors and boards of education. Issued by Francis G. Blair, superintendent of public instruction. Printed by authority of the state of Illinois. [Springfield, Ill., Phillips bros. print., 1921] 94 p. illus. plans. 8°. (Circular no. 158)

Ittner, William B. The planning and construction of modern school plants. St. Louis, Mo., 1922. 38 p. illus. 4°.

Our dangerous schoolhouses. American city, 26: 14-15, January 1922.

Statistics of fire losses in schools.

Robinson, Charles Morrison. Norfolk County and South Norfolk city school housing survey, 1921. James A. Hurst, superintendent, Charles M. Robinson, school architects. Richmond, Va., W. C. Hill printing co., 1922. cover-title, 24 p. 3 fold. maps. 8°.

Portsmouth, Virginia, public schools; report and survey of school housing conditions. Copyrighted, Charles M. Robinson, school architects, Portsmouth public schools. Richmond, Va., W. C. Hill printing co., 1921. cover-title, 18 p. diagrs. 8°.

SCHOOL HYGIENE AND SANITATION.

American public health association. Committee on school health program. Report. American journal of public health, 12: 207-11, March 1922.

Read before the provisional child hygiene group of the American public health association at the 50th annual meeting, New York city, November 15, 1921, and adopted by a vote of those present.

Cobb, Walter Frank. Graded outlines in hygiene. Book one. Yonkers-on-Hudson, New York, World book company, 1922. vii [1] 214 p. 12°.

Cortright, E. E. A comprehensive health program for public elementary schools—its necessity and scope. Education, 42: 325-38, February 1922.

Says that such a program should embrace the following factors: (1) program of physical training activities; (2) program for controlling growth handicaps; (3) program for right and efficient living; and (4) compulsory health education. Cites evidence of physical defects as disclosed by the war draft and by numerous educational surveys.

Emerson, William E. P. Nutrition and growth in children. New York, London, D. Appleton and company, 1922. 341 [1] p. front., plates, forms, (1 fold.) tables, diagrs. 12°.

Hoefler, Carolyn. Methods of health instruction in the fourth and fifth grades. Elementary school journal, 22: 361-71, January 1922.

Emphasizes the necessity of measuring the results of teaching health habits. Presents bibliographical data.

Hoesfer, Carolyn. Methods of health instruction in the sixth grade. *Elementary school journal*, 22:535-43, March 1922.

Says that the psychological characteristics of children of this age afford abundant opportunity for correlating health instruction with English, history, and arithmetic.

Kuhnert, Julius. Child health and the public schools. *American city*, 26:149-51, February 1922.

General review of the subject.

Neal, A. O. Open-air dormitories at the University of Arizona. *Nation's health*, 4:49-51, January 1922.

Illustrated with diagram and pictures.

Palmer, George T. Detroit's experience with undernourished school children. *American journal of public health*, 12:134-37, February 1922.

Discusses the city's program against malnutrition in public schools, and the results obtained.

Roberts, Lydia. Malnutrition, the school's problem. *Elementary school journal*, 22:457-67, February 1922.

Sobel, Jacob. Control of the cardiac diseases of childhood. *Nation's health*, 4:54-58, January 1922.

Discussion of a report on methods for the control of cardiac diseases made under the auspices of the commissioner of health of New York city. Data regarding cardiac troubles found among school children of the elementary schools of New York.

Wile, Ira S. Laziness in school children. *Mental hygiene*, 6:68-82, January 1922.

Discusses the psychical and physiological conditions that underlie laziness in school children. Calls attention to the influence exercised during adolescence by glandular readjustments; the effect upon personality that arises from dysfunction of the thyroid and pituitary glands.

Wingert, H. Shindle. Ohio state university student health service. *Nation's health*, 4:109-11, February 1922.

The student health service devotes the major part of its time to the preservation of health and the prevention of sickness.

PHYSICAL TRAINING.

Brumbaugh, M. G. Physical training for all children. *World's work*, 44:110-12, May 1922.

The progress of physical education in the United States and foreign countries.

Burnham, William H. The newer aims of physical education and its psychophysical significance. *American physical education review*, 27:1-7, January 1922.

The educational, mental, and moral significance of the newer conception of physical education.

Chase, Daniel. The program of physical education. *Educational review*, 63: 57-66, January 1922.

Concludes that the school is the natural center for physical education, which embraces health inspection; charting of physical and mental conditions; and the play activities of children.

Cleveland. Board of education. Syllabus of physical education for elementary grades, Cleveland public schools. [Cleveland], The Division of publications, Cleveland board of education, 1922. 58 p. 8°.

"References": p. 3-4.

Meiklejohn, Alexander. Intercollegiate athletics. *Outlook*, 130:387, March 8, 1922.

The writer says that our intercollegiate games are over-managed, and over-coached; that they are managed by outsiders, coached by outsiders, and in a real and lamentable sense, played by outsiders. He suggests cooperation between the large universities to the end that boards of control be scrapped, as well as the armies of coaches, and that the games be managed, coached, and played by undergraduates.

Mitchell, E. D. Making athletics a bigger part of physical education. *American physical education review*, 27:51-58, February 1922.

The article discusses athletics under three headings—reform, new opportunities and incentives, and compulsion.

- O'Brien, F. P. and Barbee, F. H.** The need of a corrective gymnastic department in the public elementary school. Educational administration and supervision, 8: 175-89, March 1922.

Concludes that since conditions of health and physical efficiency for boys and girls are closely related to the general social welfare, this need should be the concern of the public school.

- Sundwall, John.** The relation of athletics to physical education. Educational review, 63: 193-210, March 1922.

Considers the subject under the heads of: (1) The promotion and conservation of students' health; (2) symmetrical and harmonious development of the body; (3) cultivation of a lasting desire to be active and habits of and pleasure in activity; (4) research and investigation.

- Thaler, William H.** The relation of physical education to a national health program. Mind and body, 28: 901-10, February 1922.

Delivered before the Physical education section of the Missouri state teachers' association, November 1921.

PLAY AND RECREATION.

- Cooper, John M.** The school playground and its equipment. Catholic educational review, 20: 93-99, February 1922.

- Rainwater, Clarence E.** The play movement in the United States; a study of community recreation. Chicago, Ill., The University of Chicago press, [1922] 371 p. plates. 12°.

SOCIAL ASPECTS OF EDUCATION.

- Dowell, Edward S.** Eat and talk club. Journal of education, 95: 268-70, March 9, 1922.

An experiment begun at Bucyrus high school which secures for the boy a substantial training in social citizenship.

- Hall, Arne H.** How a parent may help a teacher. Child-welfare magazine, 16: 75-81, December 1921.

- Hartman, Gertrude.** The child and his school: an interpretation of elementary education as a social process. New York, E. P. Dutton & company, [1922] 248 p. 12°.

Contains "Reading".

"Bibliography of sources": p. 191-248.

- Jordan, Edward B.** The educational function of the home. Catholic educational review, 20: 3-12, January 1922.

The home is the most important agency of formal education.

- McKenzie, R. D.** The neighborhood: a study of local life in the city of Columbus, Ohio. American journal of sociology, 27: 588-610, March 1922.

Among other things takes up the subject of education and delinquency. To be continued.

- Meyer, Harold D.** The parent-teacher association; a handbook for North Carolina. Chapel Hill, N. C., The University, 1922. 80 p. 8°. (University of North Carolina extension bulletin, vol. 1, no. 10. February 1, 1922)

- Painter, George S.** The home as educator. American education, 25: 348-54, April 1922.

Shows how the home can be made one of the most fundamental educational institutions.

- Voelker, Paul Frederick.** The function of ideals and attitudes in social education; an experimental study. New York city, Teachers college, Columbia university, 1921. v, 126 p. incl. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 112)

- Winston, Walter C.** The socialized recitation. Elementary school journal, 22: 575-83, April 1922.

Says that the socialized recitation is founded on the basic principle in education that self-activity is necessary for growth. Discusses its advantages.

CHILD WELFARE.

Burdge, Howard G. Our boys: a study of the 245,000 sixteen, seventeen and eighteen year old employed boys of the state of New York. [Albany, J. B. Lyon company, printers, 1921] 345 p. front., charts, tables. 8°. (At head of title: State of New York. Military training commission, Bureau of vocational training)

MORAL EDUCATION.

Barden, Carrie. Direct moral education: an experiment. *Education*, 42: 296-304, January 1922.

An experiment undertaken in a primary methods class of a teachers' college. The basis of the work was the \$3,000 prize code of morals written by Prof. Hutchins, of Oberlin college.

Everyday manners for American boys and girls, by the faculty of the South Philadelphia high school for girls. Illus. by Ethel C. Taylor. New York, The Macmillan company, 1922. xii, 115 p. illus. 12°.

Filter, Raymond O. An experimental study of character traits. [n. p., 1921] 297-317 p. 8°.

Thesis (Ph. D.).—University of Minnesota, 1921.

Reprinted from the *Journal of applied psychology*, December, 1921, vol. V.

Norton, Susan W. Moral education in the public schools. *Education*, 42: 408-13, 464-72, March, April 1922.

Says that moral education includes two things: (1) Moral instruction, in which the child is inductively presented with data with which to form ideals; and (2) moral training, by which he is furnished the conditions for embodying his ideal. Concludes that the schools as at present organized do not furnish these conditions. Second paper gives an inductive lesson on morals.

RELIGIOUS AND CHURCH EDUCATION.

Bailey, Albert Edward. The use of art in religious education. New York, Cincinnati, The Abingdon press [1922] 163 p. front., illus. 12° (The Abingdon religious education texts. D. G. Downey, general editor.)

Betts, Anna Frelove. Mother-teacher of religion. New York, Cincinnati, The Abingdon press [1922] 290 p. front. illus., music. 12°. (The Abingdon religious education texts. David G. Downey, general editor. George H. Betts, associate editor.)

Betts, George Herbert. The new program of religious education. New York, Cincinnati, The Abingdon press [1921] 105 p. 12°. (The Abingdon religious education texts. David G. Downey, general editor. George H. Betts, associate editor.)

Bibliography: p. 104-105.

Burroughs, P. E. Building a successful Sunday school. New York, Chicago [etc.] F. H. Revell company [1921] 192 p. illus., plans. 12°.

Chassell, Clara F. Some new tests in religious education. *Religious education*, 16: 318-36, December 1921.

Colleges and religion; by an instructor. *Scribner's magazine*, 71: 573-76, May 1922.

The writer finally asks: "Must we not conclude that the real problem of the religious life of our undergraduates lies in the character of the men who compose our faculties?"

Dillard, Frank G. Buildings for church and school. *Sunday school journal*, 54: 10-14, 23, January 1922.

Plans for a modern Sunday school are given.

Leo, Brother. The story of St. John Baptist de la Salle, founder of the institute of the brothers of the Christian schools. Introduction by Most Rev. Patrick J. Hayes. New York, P. J. Kenedy & sons, 1921. 135 p. front. 12°.

McCormick, William B. Catholic education in Haiti. *America*, 26: 223-24, December 24, 1921.

Meredith, William V. Pageantry and dramatics in religious education. New York, Cincinnati, The Abingdon press [1921] 212 p. front., plates. 8°. (The Abingdon religious education texts. David G. Downey, general editor. Community training school series, Norman E. Richardson, editor.)

Ryan, James H. A catechism of Catholic education. Washington, D. C., National Catholic welfare council, Bureau of education, 1922. 98 p. incl. diagra. 12°.

Squires, Walter Albion. The week day church school; a historical sketch, brief analysis, an attempted evaluation of the organized efforts to furnish week day religious instruction to pupils of elementary and high school age in the United States; with an introduction by Harold McA. Robinson. Philadelphia, Presbyterian board of publication and Sabbath school work, 1921. 168 p. front., charts. 12°.

Stout, John Elbert. Organization and administration of religious education. New York, Cincinnati, The Abingdon press [1922] 287 p. 12°. (The Abingdon religious education texts. D. G. Downey, general editor. Community training school series. N. E. Richardson, editor.)

Author is professor of administration in religious education, Northwestern university.

Weigle, Luther Allen. The training of children in the Christian family. Boston, Chicago, The Pilgrim press [1922] ix, 224 p. 12°. References at end of the chapters.

Weldon, J. E. C. The Bible in the schools. Nineteenth century, 91: 317-25, February 1922.

Urges the restoration of the Bible in the curriculum of the British national system of education.

MANUAL AND VOCATIONAL TRAINING.

Dooley, W. H. New York city textile high school. *School review*, 30: 281-87, April 1922.

Gives courses of study with comments on same, also a historical sketch of the school and its influence as a vocational center.

Edgerton, A. H. The present status of industrial arts education in our elementary schools. *Manual training magazine*, 23: 335-43, April 1922.

The first of a series of three articles which are the result of a study of 141 selected school systems.

Greene, L. S. School shop installation and maintenance. Peoria, Ill., The Manual arts press [1922] 100 p. illus. 12°.

Morgan, Arthur E. What is college for? *Atlantic monthly*, 129: 642-50, May 1922. An exposition of the Antioch college plan of education.

Snedden, David. Sham versus genuine vocational education. *Educational review*, 63: 288-98, April 1922.

An approval and interpretation of an address on vocational education, given by President Butler of Columbia university at the annual convocation of the University of the state of New York. Discusses "the most evident signs of 'sham' vocational education in public or endowed schools."

Toops, Herbert Anderson. Trade tests in education. New York city, Teachers college, Columbia university, 1921. vi, 118 p. incl. plates, tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 115.)

Voorhees, James H. An experiment carried on with the pupils of the Russell prevocational room. *Journal of educational research*, 4: 378-89, December 1921.

The prevocational room of the Russell school, Detroit, Mich., consists of about 50 pedagogically retarded boys who have been eliminated from the regular grades through the psychological clinic and placed by themselves as a select group. Concludes that these boys are able to compete with the usual lad far more satisfactorily in the industrial world than they are in the pursuit of academic knowledge. That being the case, the program for these pupils should center around the industrial idea.

Winalow, Leon Loyal. Art and industrial arts; a handbook for elementary teachers. Albany. The University of the state of New York press, 1922. cover-title, [3]-83 p. 8°. (University of the state of New York bulletin, no. 740, August 15, 1921.)

— An industrial arts program for the junior high school. School and society, 15: 95-99, January 28, 1922.

In junior high-school industrial arts, emphasis should be placed upon general, cultural, and educational values as opposed to specific trade training.

VOCATIONAL GUIDANCE.

Miner, J. B. An aid to the analysis of vocational interests. Journal of educational research, 5: 311-23, April 1922.

Describes a blank form for training pupils to analyze their work interests; the blank has been successfully used in the Pittsburgh high schools, and the school systems of Erie, Pa., and Seattle, Wash. "The plan," says the writer, "differs from other self-analysis blanks in being devoted entirely to the problem of relating the vocational choice to fundamental personal interests." *

Schultz, Frederick. Vocational guidance in the junior high school. Educational review, 63: 238-46, March 1922.

Says that vocational guidance in the junior high school is the biggest problem in the educational arena today.

Weaver, E. W. Building a career. New York, Association press, 1922. xviii, 262 p. plates. 12°.

WORKERS' EDUCATION.

Rosenstock, Eugen. The Academy of labor at Frankfort-on-the-Main. Journal of education and School world (London), 54: 28-29, January 2, 1922.

Describes the organization and activities of the Academy of labor in the University of Frankfort, Germany.

Yeaxlee, Basil A. The educational settlement. Survey, 47: 562-64, January 7, 1922.

Types of educational settlements in Great Britain, and their activities. The standards of work are high. Most of these institutions have at least one university tutorial class; some have two or three. These are organized by the Workers' educational association in cooperation with a university.

AGRICULTURE.

Oregon. Department of education. Club work of Oregon boys and girls, 1922.

A brief review with some suggestions for the future, prepared by State department of education, J. A. Churchill, superintendent of public instruction cooperating with the Oregon agricultural college and the U. S. Department of agriculture. Salem, Or., State printing department, 1922. 68 p. fold. plate, illus. 8°.

Roe, H. B. Minimum mathematical requirements for agricultural study. Mathematics teacher, 15: 30-42, January 1922.

HOME ECONOMICS.

Beery, Pauline G. A practical course in household chemistry. Journal of educational research, 5: 129-34, February 1922.

Discusses a course instituted at the Pennsylvania state college during the present school year.

Challman, Samuel A. Space requirements for home economics. American school board journal, 64: 41-43, 127-28, January 1922.

Hapgood, Olive C. School needlework; a book written for the beginner of any age and in any school. Rev. and largely rewritten by Ella J. Spooner. Boston, New York [etc.] Ginn and company [1922] v, 151 p. illus. 12°.

Tilson, Agnes. Organizing the supervision of home economics practice teaching. Educational administration and supervision, 8: 223-33, April 1922.

A study based on opinions given by 50 experienced teachers and supervisors of home economics attending Teachers college, New York city, as to the "common weaknesses and difficulties of young, inexperienced teachers."

COMMERCIAL EDUCATION.

Church, Arthur L. The training of a secretary. Philadelphia and London, J. B. Lippincott company, 1922. 193 [1] p. front., plates. 12°. (Lippincott's training series.)

Commission of the Association of collegiate schools of business. Social studies in secondary education. Journal of political economy, 30: 1-55, February 1922.

This Commission of the Association of collegiate schools of business was appointed in November, 1919, to study and report upon the question of appropriate correlation of secondary and collegiate education, with particular reference to business education. It includes representatives appointed respectively by the Association of secondary school principals, the American federation of labor, the National industrial conference board, and the Association of collegiate schools of business.

Contents.—1. Introduction.—2. Social studies in the business curriculum.—3. The previous proposals concerning social studies in secondary schools.—4. The actual position of social studies in secondary schools.—5. The actual position of social studies in secondary commercial curricula.—6. What the collegiate schools of business do by way of correlation.—7. The administrative reorganization of our school system.—8. The proposal of the commission.

Dickinson, Z. Clark. The psychology course in business education. Journal of political economy, 30: 88-97, February 1922.

Donham, Wallace B. Business teaching by the case system. American economic review, 12: 53-65, March 1922.

The writer is a member of the Graduate school of business administration of Harvard university. He says that the appearance in the last two years of several case books in business has raised the question as to what extent the case system of the law schools is applicable to other teaching, and particularly to instruction in business.

Hoover, S. R. College for the student of the commercial high school. Journal of education, 95: 118-20, February 2, 1922.

"The business man needs the college and the college needs the business man."

Richardson-Robinson, F. A program for psychology in a college of commerce and administration; by F. Richardson-Robinson, F. A. Kingsbury, and E. S. Robinson. Journal of political economy, 30: 98-107, February 1922.

Theyakens, J. A Jesuit higher school of commerce and finance. Catholic world, 114: 532-35, January 1922.

Describes the Antwerp St. Ignatius institute, which was founded by the Jesuit order in 1852.

PROFESSIONAL EDUCATION.

LAW.

Jones, Henry C. The function of a state university law school. Illinois law quarterly, 4: 1-11, December 1921.

Says that state schools should emphasize the mobility and obligation of public service. Sums up the characteristics of state university law schools.

Unstead, J. F. The study and teaching of international relations. Geographical teacher (London) 11: 136-40, 1921.

Published during the autumn of 1921.

MEDICINE.

Davis, Michael M. and Sturges, Gertrude E. The use of the outpatient department as a teaching field for interns. Journal of the American medical association, 78: 1435-39, May 13, 1922.

Studies based on replies to a questionnaire which was sent to the superintendents of 300 large hospitals in the United States, and to the deans of medical colleges.

Eysenhymer, A. C. Individualism in medical education. Science, 55: 437-45, April 28, 1922.

Concludes that the fixed and congested curriculum must give way to a more elastic curriculum. It must provide for collective teaching, cooperative study and individual study.

- Thayer, W. S.** The dispensary as a factor in medical education and as a diagnostic clinic. *Journal of the American medical association*, 78: 1431-35, May 13, 1922.
Says that the dispensary should in the future be a valuable center for post-graduate instruction.

NURSING.

- National league of nursing education.** Proceedings of the twenty-seventh annual convention . . . held at Kansas City, Missouri, April 11-14, 1921. Baltimore, Williams and Wilkins company, 1922. 405 p. 8°. (Martha M. Russell, secretary, University hospital, Boulder, Colo.)

Contains: 1. Charles Ellwood: Education for leadership, p. 86-101. 2. R. O. Beard: The education of the nurse, p. 212-21. 3. Grace Watson: Practical nursing—Yesterday and today, p. 263-90. 4. Harriet M. Gillett: Future of teaching in schools of nursing without university relationship, p. 343-9. 5. Elizabeth Pierce: Future of teaching in university schools of nursing, p. 304-16.

- Beard, Richard O.** The making of history in nursing education. *American journal of nursing*, 22: 507-20, April 1922.

Concludes that the present time is a more favorable time than the past could possibly have been for the multiplication and growth of university schools of nursing. Contains bibliography.

- Corbus, Burton R.** Some newer phases of nursing education. *American journal of nursing*, 22: 432-39, March 1922.

- Richards, Esther L.** Is psychiatric training essential to the equipment of a graduate nurse? *American journal of nursing*, 22: 625-32, May 1922.
Urges the necessity of such training.

- Stewart, Isabel M.** The evolution of nursing education. *American journal of nursing*, 22: 329-34, 420-25, February, March 1922.

Discusses the various stages of development in vocational education and applies the principles to nursing education.

- The teaching of dietetics to student nurses. *American journal of nursing*, 22: 273-81, January 1922.

Gives an outline of a course of study.

ENGINEERING EDUCATION.

- Pratt, Francis C.** Professional engineering education for the industries. *Engineering education*, 12: 227-33, January 1922.

- Sanborn, Frank B.** Changes in engineering courses of instruction. *Engineering education*, 12: 170-74; December 1921.

Discusses the curriculum at Tufts college, in which practical instruction comes before, not after theoretical instruction.

CIVIC EDUCATION.

- Alderman, Grover H.** What an Iowa layman should know about courts and law. *School review*, 30: 360-64, May 1922.

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